

# Inspection of Streatham Montessori Nursery & Day Care

66 Blairderry Road, London SW2 4SB

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Inspection date: 6 March 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Leaders and staff greet children with a warm welcome as they arrive at the nursery. Children are content and settled. They know the routine well. Children eagerly hang up their coats before selecting activities that capture their interest. Staff have high expectations for all children, who are keen to learn. For example, young children enjoy cutting fruits with the support of staff, who emphasise that children must keep themselves safe while using child-friendly cutting tools.

The nursery follows the Montessori approach to learning. Children enjoy a wide range of experiences that staff provide for them. Staff plan a curriculum that is broad and sequential for all children, including children with special educational needs and/or disabilities (SEND). The curriculum focuses on helping children to acquire the key skills which they need for their next steps in learning. For instance, staff encourage babies to wash their hands themselves. This enables them to develop their independence and self-care skills. Children have high levels of confidence and self-esteem.

Staff model the positive and courteous behaviour that they expect of children. Overall, children behave well. They are kind to each other and learn how to share and take turns. However, sometimes, staff do not consistently use effective strategies when dealing with children's inappropriate behaviour.

## **What does the early years setting do well and what does it need to do better?**

- Staff support children's communication and language development well. They read books enthusiastically and encourage children to interact with the stories. For instance, staff extend children's communication skills by encouraging them to identify farm animals and the sounds they make. This supports children's growing vocabulary and their love for reading.
- The special educational needs coordinator has a good oversight of the children who have gaps in their development. Staff successfully meet children's individual needs. This includes children with SEND and children who speak English as an additional language. For example, children benefit from the speech and language therapist, who supports them to develop their communication skills further. All children make good progress from their individual starting points.
- Staff provide teaching that follows children's interests and builds on what they already know and can do. Staff understand how children learn and use this knowledge to motivate children to develop their skills. For instance, toddlers identify shapes, such as 'square', 'rectangle' and 'triangle'. Staff skilfully extend the activity into other areas of learning, such as motivating children to count how many sides the shapes have and identify similar shapes in the outdoor environment.

- Leaders and staff base the curriculum on the early years foundation stage and the Montessori method. There is a wide range of age-appropriate and stimulating resources available for children to choose from. However, occasionally, children cannot access all the resources in the learning environment. For example, babies cannot access some resources in the classroom as they are on a high shelf. This impacts on children's engagement levels.
- Children benefit from extra-curricular events, such as through regular trips to the local and wider community. They visit local libraries, parks and shops. In addition, children visit the museum, the theatre and the zoo. These opportunities strengthen children's understanding of the diversity and life in modern Britain.
- Leaders ensure that staff access ongoing training opportunities to help enhance their practice. Staff talk about the positive influence that training has on the quality of care and learning offered to all children. However, sometimes, children play excitedly together, which leads to high noise levels in the classroom. This affects the concentration and attention of the other children.
- Partnerships with parents are strong. Parents speak highly of the leaders and staff. Parents say they are professional and provide their children with a high standard of care and education. The manager has built a positive and respectful culture and ensures that all parents receive support and information promptly. For instance, staff provide parents with verbal feedback and information via an online application.
- Staff support children's health and well-being well. The nursery chef provides children with freshly cooked and nutritious meals and snacks. Children use a variety of play equipment in the nursery garden, which helps to develop their spatial awareness and coordination.
- Leaders follow robust recruitment procedures to ensure that all staff are suitable to work with children. Staff complete daily risk assessments to identify and remove any hazards. The premises are safe and secure.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

**To further improve the quality of the early years provision, the provider should:**

- review the organisation of resources in the learning environment so that children can access them independently
- support staff to consistently help children to understand the type of behaviour that is expected from them.

## Setting details

<b>Unique reference number</b>	144717
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	10316992
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Gangji, Fehmida
<b>Registered person unique reference number</b>	RP511720
<b>Telephone number</b>	0208-674-2208
<b>Date of previous inspection</b>	31 May 2018

## Information about this early years setting

Streatham Montessori Nursery & Day Care registered in 1998. It is located in Streatham Hill, in the London Borough of Lambeth. The nursery is open from 8am to 6pm, Monday to Friday, for 50 weeks of the year. It follows the Montessori method of education. The nursery employs 13 members of childcare staff, who hold appropriate qualifications at level 2 or above. It receives funding to provide early education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Yemi Afolabi

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager showed the inspector around the premises and discussed how they ensure that they are safe and suitable.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children and staff spoke with the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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