

# Inspection of Montessori & Me Nursery

319 High Road, Romford, Essex RM6 6AX

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Inspection date: 3 April 2024 - 8 May 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

Children receive a welcoming greeting by friendly staff at the entrance door. This helps children to settle well in the setting. Children form close bonds with their key person and staff, and they separate from their parents with ease. This promotes children's emotional health. Young children sleep in a calm space, and staff monitor them well. This supports children's physical health and well-being.

The manager knows what they want the children to learn. They have a strong focus on teaching children to be independent. Children are confident to go to staff when they need help. Overall, the learning programme in place supports children's development in the prime areas well.

Children understand the behaviour that is expected of them. For example, children wait their turn to put their personal belongings away. They also enjoy playing together and sharing resources. At times, children need extra help to manage their behaviour. At these times, staff calmly explain to the children about how to play kindly. Staff model the behaviour that is expected of the children. This helps children learn how to treat each other respectfully and kindly.

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

- Staff know the children well and set up a range of experiences to support their learning further. Older children select and ride tricycles and climb apparatus in the outside area. Young children enjoy making marks as they paint. They like rolling and squeezing play dough. The youngest children twist, twirl and press soft spaghetti. These experiences benefit children's small- and large-muscle development.
- Staff support young children's understanding of early mathematical concepts. Children use painting resources to draw lines and circular shapes. Staff skilfully help them learn simple mathematical language, such as 'more' and 'bigger'. Children enjoy learning about early mathematical concepts through playful activities and experiences.
- Staff are skilful when conversing with the youngest children, particularly during group activities. However, at other times during the routine of the day, some staff are not as skilful in extending their interactions with children to support children's communication and language skills further.
- Staff promote a love of nursery rhymes and stories. The oldest children listen well during story sessions and recall parts of stories read to them by staff. These experiences promote children's early literacy development.
- Children learn in a clean environment. Staff teach children the importance of washing their hands, particularly before eating. Staff use mealtimes to encourage children's independence. For example, staff help and encourage

children to serve their own meals. This helps children to prepare for their next steps in education and school.

- Children's dietary needs and parents' preferences are adhered to. Children eat nutritious meals that are prepared by the setting's cook, who has knowledge of children's allergies and requirements. There are good systems in place to ensure that children receive food that meets their individual needs.
- The manager values the staff team and carries out supervision meetings on a termly basis with staff. She uses the information gathered to support staff training requirements. The manager works well with other professionals, including the local authority, and completes training on children with special educational needs and/or disabilities with them. This promotes good learning outcomes for all children in the setting.
- Staff form good relationships with parents. They regularly share information with parents about their children's day and their activities and experiences at the setting. This promotes good parent partnerships.
- Parents comment that staff are approachable. They appreciate it when staff take the time to get to know their children. Parents praise staff for the quality of the daily updates they provide about their children's development.

## **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:**

- enhance staff's knowledge of how to maximise their interactions with children to promote their communication and language skills more effectively.

## Setting details

<b>Unique reference number</b>	EY558576
<b>Local authority</b>	Barking and Dagenham
<b>Inspection number</b>	10314188
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory 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>	58
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	Montessori & Me Nursery Ltd
<b>Registered person unique reference number</b>	RP558575
<b>Telephone number</b>	02085994279
<b>Date of previous inspection</b>	12 May 2023

## Information about this early years setting

Montessori & Me Nursery registered in 2018 and is located in the London Borough of Barking and Dagenham. The setting operates for 51 weeks of the year, from 7.30am to 6.30pm, Monday to Friday. There is also a holiday club from 7.30am to 6.30pm during the school holidays. The provider employs 12 members of staff. Of these, five hold early years qualifications at level 2 or above. The provider offers funded early education for children aged two, three and four years.

## Information about this inspection

### Inspectors

Anne-Marie Giffits  
Nelam Pooni

## Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The inspectors viewed the setting and discussed the safety and suitability of the premises with the provider.
- The manager and the inspectors completed a learning walk together.
- The manager and the inspectors carried out joint observations to assess the quality of the education provided.
- Parents spoke to the inspectors about their children's experiences at the setting.
- The inspectors spoke with staff at convenient times during the inspection.
- The inspectors looked at documentation relating to the suitability of those working with children, such as first aid and Disclosure and Barring Service (DBS) checks.

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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