

Inspection of Grace Montessori School

60 Brougham Road, LONDON E8 4PD

Inspection date: 4 July 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

The manager and staff at this Montessori setting create a warm, safe and inviting environment, where children are eager to enter and begin their day. As children arrive, they call out and greet their friends on the way in. They happily separate from their parents and carers as they enter their rooms.

Children quickly choose something of interest from the wide range of resources and experiences which staff provide. They settle, showing high levels of concentration as they complete tasks, singing to themselves as they paint pictures, or working together to complete a map puzzle of Europe. Children have a real can-do attitude. They show determination and resilience to complete tasks, even when they first encounter difficulty. The manager, along with staff, have designed an ambitious curriculum that captures the imaginations of all children.

Staff have high expectations of children and as such, children's behaviour is good. Children understand the rules and expectations of the setting. They are quick to remind others when they are not following the rules. Staff support children with special educational needs and/or disabilities (SEND) well. Staff are proactive in meeting with parents to discuss any concerns or gaps in children's learning. They make early referrals to ensure that children receive the support they need.

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

- The manager and staff within this setting are passionate about ensuring that all children receive the best start to their early education. Staff feel well supported, meeting weekly with the manager. This ensures that all staff know how children within all rooms are progressing and supports them to make plans for the following week. All staff know their key children well. Children make good progress and are well prepared for the next stage of their learning.
- Staff encourage children to be independent and make their own choices. Older children juice grapefruits ready for snack, while younger children spread cream cheese onto wraps and peel hard boiled eggs. Children are respectful of the environment and tidy away each activity once they have finished, putting it back on the shelf for someone else to select.
- The way that staff organise large-group circle-time activities in individual rooms does not currently meet the needs of all children. Some children do not currently enjoy sitting and listening to these discussions or stories which disrupts the session for all children. The manager is aware of this and is working with staff to find alternative ways to organise this period of the day. However, this is not yet embedded to have had sufficient impact.
- Staff offer children a wide range of extra-curricular experiences. Across the week, they enjoy physical education sessions, yoga, ballet and forest school.

These activities help children to explore nature and learn to move their bodies in a range of ways to express themselves. As children are currently learning about musical instruments, staff bring in their cello to share with children. As the large case is opened, children gasp 'wow' as the instrument is removed. They listen intently to the sounds the cello makes and show curiosity by asking questions.

- Children learn about the world around them and enjoy spending time in nature. They use wheelbarrows to move soil around the garden and water the plants. Children use garden equipment imaginatively to create castles where they defend their territory against 'monsters'. Staff encourage children to gather in the garden to release butterflies they have watched emerge from caterpillars. Children gasp in awe and wonder as the butterflies make their way to the top of the enclosure and fly off into the garden for the first time.
- Staff recognise the emotional well-being of all children. Children talk about their feelings and recognise when they need time out to regulate, choosing to sit by the compact-disc player and listen to some classical music until they would like to join in with other activities again.
- Partnership with parents is excellent. Parents talk enthusiastically about the impact the setting and its staff have had on their children. They describe the excellent communication the setting offers so they feel well informed about their children's progress.

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:

- continue to consider how to organise larger group activities so all children are able to choose how they wish to participate to get the most out of discussions.

Setting details

Unique reference number	EY471003
Local authority	Hackney
Inspection number	10351441
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 5
Total number of places	40
Number of children on roll	52
Name of registered person	Mulla, Shamim
Registered person unique reference number	RP905634
Telephone number	07512 410002
Date of previous inspection	7 September 2018

Information about this early years setting

Grace Montessori School registered in 2013. It is run by a private provider in a community hall in Hackney. The setting is open during term time, from 8.45am to 3.30pm on Monday to Thursday, and from 8.45am to midday on Friday. The setting employs eight members of childcare staff, who all hold appropriate early years qualifications. Seven staff hold Montessori qualifications. The setting follows the Montessori approach to education. It offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Natalie OLeary

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 and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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