

# Inspection of Milkshake Montessori School

131 Warren Road, Twickenham, Middlesex TW2 7DJ

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Inspection date: 9 July 2025

**Overall effectiveness** **Good**

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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**

Children thrive in this emotionally warm and welcoming setting. There is a well-established key-person system, where staff provide personalised care and support to children. Staff follow babies' routines from home and join children in their play. This helps children to settle well and form strong attachments. Staff give children lots of praise and encouragement to foster their confidence and self-esteem. As a result, children feel secure and demonstrate positive attitudes towards their learning.

Leaders are clear about their curriculum and have high ambitions for children. They ensure that staff are well trained and supported to deliver the learning programmes. Staff know children well and offer experiences that ignite their curiosity and help them to build on what they know and can do. Therefore, children thoroughly enjoy themselves as they acquire the skills they will need for their next stages of learning.

Staff are consistent about the expectations for children's behaviour. They help children to understand that rules are in place to keep them safe. Therefore, children know what is expected of them and why. They remind and support each other to follow the daily routines and procedures, such as telling staff if they want to use the climbing frame so that they can be supervised.

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

- Leaders are passionate about their roles and look to continuously develop the provision. They consider the views of staff and parents and carers when making changes and improvements. For example, leaders have responded to parents' requests for more buggy storage and have worked with staff to enhance the outdoor play experiences for babies.
- Children enjoy a rich range of learning experiences, which help to ignite their love of learning. This range includes simple science experiments, cooking and gardening, which teach children about the world first hand. Children show high levels of engagement and enjoyment in their play. For example, they delight in singing and come together spontaneously to share their favourite songs.
- The curriculum for physical development is strong. Staff organise resources and activities to promote children's large and small muscle movements, both indoors and outdoors. Children develop their strength and build resilience as they use the challenging climbing equipment. They refine their coordination and dexterity through 'practical life' activities, such as pouring and scooping.
- Overall, staff are good role models for communication. They talk clearly about what children can see and introduce new words to support their language skills. However, at times, staff talk too quickly and do not give children time to think

about and respond to questions, to further extend their speaking and listening skills.

- Staff foster children's independence skills right from the start. They support babies to feed themselves as soon as they are able, and toddlers learn to drink from open cups. As children progress, they continue to build on their self-care. Pre-school-age children recognise when they are thirsty and pour themselves water. They competently help to prepare their snacks and to wash up afterwards. This sets children up well for starting school and for later life.
- Children of different ages have opportunities to play together. Staff encourage older children to be positive role models and to help their younger peers. Children are eager to take on small responsibilities, and they show high levels of care and empathy for others. For instance, pre-school-age children help babies to put on their shoes and socks after paddling in water.
- Staff help children to understand that they live in a diverse world. For example, they explore special events with children and their families, such as a multicultural day, where they shared traditional food, costumes, stories and music. In this way, children learn to respect their similarities and differences.
- Leaders and staff work hard to build partnerships with parents and involve them in their children's learning. This includes regular coffee mornings and informative workshops to share tips for supporting children's learning and development. Parents say that the communication with staff is excellent, both in person and using the online app. They are highly complimentary about all aspects of the setting and say staff go 'above and beyond' to meet each child's needs.

## **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:**

- help staff to further strengthen their support for children's communication and language.

## Setting details

<b>Unique reference number</b>	EY541085
<b>Local authority</b>	Richmond Upon Thames
<b>Inspection number</b>	10398711
<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>	1 to 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Milkshake Montessori Limited
<b>Registered person unique reference number</b>	RP541084
<b>Telephone number</b>	0208 894 3113
<b>Date of previous inspection</b>	6 November 2019

## Information about this early years setting

Milkshake Montessori School registered in 2017. It is located in Twickenham, in the London Borough of Richmond upon Thames. The setting operates Monday to Friday, from 8am to 6pm, mainly during term time. The provider employs 13 members of staff, 11 of whom hold childcare qualifications ranging from level 2 to level 6. The setting offers government funded childcare for children aged from nine months to four years. Staff use aspects of the Montessori method in their teaching.

## Information about this inspection

### Inspector

Sarah Crawford

## Inspection activities

- The manager showed the inspector around the childcare premises. She explained about the curriculum and how the provision is organised to promote children's welfare and learning.
- The inspector observed the quality of education and considered the impact on children's learning. This included a joint observation with the manager.
- Leaders met with the inspector to discuss matters such as staff recruitment, supervision sessions and training. They ensured that relevant documents were available for the inspector to view.
- Parents, staff and children shared their views and experiences with the inspector at appropriate times during the inspection. The inspector also took account of parents' written feedback.

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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