

Inspection of Mount Park Montessori Nursery

Methodist Church, Pitshanger Lane, London, Ealing W5 1QP

Inspection date: 22 February 2023

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

Children arrive eager to start their day. They thoroughly enjoy their time at nursery and separate from parents easily. Children are warmly welcomed by a friendly and nurturing staff team. They happily come straight into a well-organised and safe environment. Children have good relationships with staff. They enjoy engaging in and initiating conversations with them as they use their imagination in the role-play area. Children develop a variety of independence skills. For example, they take off coats before self-registering and keenly set the table at lunchtime.

Children make good progress in their learning and development. Many children are beginning to develop early reading skills as they recognise their name and familiar words, and others can form letters to write their name. For instance, children keenly say each letter sound of a familiar word as they read it. Staff work towards their ethos of supporting children to become happy, independent, confident and sociable. This supports children to develop sound values for later in life.

Children behave well. Staff have clear expectations about behaviour and consistently support children to work together, take turns and use manners. For example, children help each other to complete the large floor puzzle and take turns to rescue the dinosaurs in the sand. Staff offer constant praise and encouragement, which supports children's self-esteem. As a result, the nursery is a happy place.

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

- Staff plan a curriculum that blends the early years foundation stage framework with the Montessori approach. They plan activities with regard to children's interests and consider what children need to learn next. Children are enthusiastic and have a positive attitude to their learning. For example, children discuss how the scoop helps them to form equal piles and what they make using a variety of materials, such as pebbles and sticks. Children make good progress in their learning and development.
- Children develop good language skills. Staff communicate regularly with children and help them to expand their vocabulary. They introduce new words and explain their meaning to extend children's understanding. Children learn to repeat phrases as they join in at story time, use new words and confidently ask questions. Staff use questions to encourage children to develop their thinking skills and share ideas.
- Staff are good role models. They talk with children about what they are doing and demonstrate and support when required. However, at times, activities are directed too much by staff, which does not allow children to explore and make their own choices. Therefore, this does not support children's choices about

where they want to play and learn.

- Staff provide plenty of opportunities for children to develop their physical skills. Children learn to navigate space as they run and find hidden treasure in the large hall. They develop their balance as they jump hurdles. Children strengthen the muscles in their hands by using pipettes to transfer water from one pot to another. This helps children to make good progress in their physical development.
- Staff provide ample opportunities for children to explore their mathematical skills. There is a good range of resources and opportunities for counting and visually recognising numbers. For example, children recognise numbers displayed in the garden and eagerly move them to read backwards, telling staff, 'the biggest numbers start, and then to the smallest'.
- Parents speak positively about the nursery. They comment on how supportive and approachable both the manager and staff are. They share that they receive good communication from the nursery, which provides them with information about their children's learning. However, parents do not have the opportunity to share their views of the nursery as part of the nursery's development plan.
- The manager follows a robust induction program for new staff to help them to understand their roles and responsibilities. However, this is not as vigorous for staff that are working at the nursery on a temporary basis, such as agency staff.
- Staff supervision and support are effective. The manager ensures that regular discussions and meetings enable staff to identify their own strengths and areas for improvement. Staff confidently embed new skills and knowledge they acquire from recent training into their practice. This has a positive impact on children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good knowledge of safeguarding procedures and a secure understanding of their safeguarding roles. They complete regular training and are clear about the signs of abuse and neglect. They understand the actions they must take to address any safeguarding concerns, including any allegations about adults working with children. Staff use risk assessments effectively to provide a safe and hygienic environment for children. The nursery has good security, and unauthorised persons are not able to enter the building to collect children. Robust recruitment procedures help to ensure that all staff are suitable to work with children.

What does the setting need to do to improve?

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

- develop more ways for children to choose where they play and learn

- provide parents opportunities to share their thoughts and ideas on how to improve the nursery
- improve staff induction to make it more robust for staff that are working temporarily at the nursery.

Setting details

Unique reference number	EY308324
Local authority	Ealing
Inspection number	10234935
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	34
Number of children on roll	14
Name of registered person	Jajh, Kulvinder
Registered person unique reference number	RP909805
Telephone number	07946624370
Date of previous inspection	9 January 2017

Information about this early years setting

Mount Park Montessori Nursery registered in 2001 and is situated in the London Borough of Ealing. It operates from 8.30am to 3pm, during term time only. The provider is in receipt of funding to provide free early years education to children aged two, three and four years. The provider employs four members of staff. The manager holds qualified teacher status, and the deputy manager holds a level 4 qualification. The remaining staff hold relevant childcare qualifications. The provider follows the Montessori ethos of teaching.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- This was the first routine inspection the nursery 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 the evaluation of the setting.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff, parents and children spoke to the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- The inspector and the manager carried out joint observations and discussed the learning.
- The inspector sampled documents, including paediatric first-aid qualifications and staff suitability.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023