

Inspection of Acton Montessori Nursery And Preschool

Unit 43, Alacia Court, Palmerston Road, London, Ealing W3 8GJ

Inspection date: 25 January 2023

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

Inadequate

What is it like to attend this early years setting?

The provision is good

Children arrive happily. They separate easily from their parents, eager to greet familiar friends and staff. After saying goodbye to their parents, toddlers and pre-school children follow a routine to hang up their coat and bag before selecting their name card to self-register. Younger children are greeted warmly by sensitive, caring staff, who give children time to settle before guiding them towards sensory play experiences. The relationships between children and staff are close and supportive. Children freely approach adults with requests to read a story and sing a favourite song. Staff respond well, asking other children if they would also like to join in.

Children come together during circle time. They say 'hello' to each other and share what they know about the days of the week and the weather. Behaviour is good as children take turns to answer questions or to choose favourite songs or rhymes to sing with actions. Children confidently play together in small groups, talking between themselves. They are very caring and considerate of each other. A gentle prompt from staff to think about the 'golden rules' is enough to remind children to share.

Children have access to outside space on a balcony, where they spend time outside every day. Staff arrange trips to a local park where children have the chance to run and play in a large open space.

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

- Staff know children well. They ask questions to find out exactly what children need and work together to find a solution. For example, a request from a child to pass an out-of-reach truck resulted in a conversation about how the child could reach it if they were taller. The child quickly spotted a wooden block, pushed it to the side, stood on it and was delighted to be able to get the toy for themselves.
- Overall, staff use a cycle of 'observe, plan, do and review' well to support children's learning. Next steps for learning are shared with colleagues during weekly planning meetings. Children with emerging needs are identified early, and additional help and services are accessed to support both the child and their family.
- Staff plan and implement activities well overall. However, during some activities, although staff are clear about what they want older children to learn, they do not always consider the learning of other children taking part. Those children, who are at different stages in their development, are not fully supported to make the best possible progress in their learning.
- Young children have daily opportunities to choose props and objects relating to

their favourite songs and rhymes. Staff sensitively introduce and reinforce turn taking and sharing, using and modelling simple language, saying, 'your turn, my turn'. Children quickly become familiar with sharing, as they know their turn will come.

- Parents speak highly of staff and are happy with the communication between the nursery and home. The new manager has introduced an online app to share information and upload pictures. Parents report that this has had a positive impact on their involvement in their children's learning. In addition, parents can easily share information and photographs of what their child has been learning at home.
- Following the previous inspection, leaders and managers have devised clear plans for the development of practice within the nursery. Weekly staff team meetings have been introduced to discuss, implement and review changes. This ensures that communication is clear and that all staff feel included and understand the development plans.
- Leaders and managers regularly observe staff practice. Observations are evaluated to devise both team and personal development plans for staff. Regular supervision sessions ensure staff feel supported in their role. Staff well-being is further promoted with a budget, enabling the manager to acknowledge individual and team achievements.
- Children volunteer to be daily helpers. They take their responsibilities very seriously. They check that there is the correct number of plates, cups and cutlery for everyone at snack and mealtimes. Children sit with key staff to share food, freshly prepared on site by a cook, who is enthusiastic about their role. This helps to ensure that all children have food that is catered to their individual dietary needs but looks the same.
- Practice has been developed around routine activities. For example, children enjoy clear five-minute warnings. They stand up, turn around, and 'take a bow' before being directed to wash their hands in preparation for lunch. Children do not have to queue to use the bathroom, as they go in one by one.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers are fully aware of their role in ensuring children's safety. All staff attend safeguarding training. They know the steps they would take if they had any concerns about a child in their care. Staff recognise how changes in children's behaviour, emotional well-being or physical appearance could be signs of abuse and how they would raise a concern. Staff are aware of the whistle-blowing policy and what they would do if they were concerned about changes in a colleague's behaviour. Children regularly go out to the local park. Practice is embedded to ensure children's needs are met on outings.

What does the setting need to do to improve?

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

- ensure group activities are planned to include learning intentions for children at different stages of development.

Setting details

Unique reference number	2555125
Local authority	Ealing
Inspection number	10258838
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	70
Number of children on roll	24
Name of registered person	V, D's & Every Kid's Dreams Nurseries Limited
Registered person unique reference number	RP533765
Telephone number	07533622275
Date of previous inspection	15 August 2022

Information about this early years setting

Acton Montessori Nursery And Preschool registered in 2019. It is located in the London Borough of Ealing. The nursery is open from 7.30am until 6.30pm, Monday to Friday, except for bank holidays. It employs seven permanent members of staff. Of these, six hold appropriate early years qualifications from level 2 to level 6. The nursery offers funded early education to two-, three- and four-year-old children.

Information about this inspection

Inspector
Bernie Dunne

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- Leaders and managers described how the environment and curriculum are organised.
- Observations on the quality of teaching and learning were made by the inspector, to assess the impact on children's learning.
- The inspector completed a joint observation of practice with the manager.
- At appropriate times during inspection, the inspector spoke to parents, staff and children.
- A meeting was held with the leadership team, the area manager and the setting manager, and relevant documentation, such as the evidence of the suitability of staff working in the nursery, was reviewed.
- The inspector went on a learning walk of the premises.

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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