

Inspection of Ealing Green Montessori School

Welsh Presbyterian Church, Ealing Green, LONDON W5 5EN

Inspection date: 11 April 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

Ambitious leaders create a setting where children thrive. Staff build secure bonds with children and know them very well. They understand which experiences children may not yet have had and plan opportunities to introduce these thoughtfully. To broaden children's understanding of the world, leaders organise exciting outings. This includes visits to the theatre and trips on buses and trains into the local community. These first-hand experiences help children develop confidence in unfamiliar situations and help them to experience an enriching curriculum.

Staff create a well-organised and well-resourced learning environment that allows children to make their own choices. Children select activities and are given time and space to fully explore these. For example, they are absorbed in using different tools to cut play dough. When a child wants to take a photo of their painting, staff support them to do this with a tablet. As a result, children follow their interests and develop a positive attitude to learning.

Staff give children opportunities to take on meaningful responsibilities, such as carrying chairs and helping to set up activities. Consequently, children become considerate of others and show empathy towards their peers. For instance, they fetch mats for their friends to sit on without being prompted. This nurturing approach fosters a respectful and inclusive environment where positive relationships flourish.

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

- The setting builds strong partnerships with parents through regular communication. Staff share strategies on how to support children's progress at home. For example, they share potty training tips. Families are welcomed into the setting through stay-and-play sessions and community events. This collaborative approach strengthens children's development across home and nursery.
- Leaders foster a love of reading by creating cosy spaces where children enjoy snuggling with staff and read books. Children are encouraged to vote for the book they want to hear, which gives them choices and helps foster engagement. They also explore books independently, such as reading quietly outside. This helps children develop an enjoyment of stories.
- The setting promotes children's understanding of oral hygiene through planned activities and daily routines. Staff talk to children about why it is important to care for their teeth. Children are encouraged to practise brushing using toothbrushes and toothpaste. Staff introduce relevant vocabulary like 'cavities' and 'circular' to help children understand the importance of healthy habits.

- The setting provides strong support for children with special educational needs and/or disabilities (SEND). Staff work with parents and external professionals to create personalised strategies, such as visual aids and step-by-step attention-building. Goals are reviewed regularly and shared across home and setting, ensuring consistency. Staff know children's needs well and adapt activities to help all children settle, grow in confidence, and make good progress.
- Staff provide varied, interesting opportunities that support children's creativity and help them to explore and test out their own ideas. For example, children experiment with bubble wrap to create Aboriginal-inspired artwork, developing their imagination and expressive skills. However, on some occasions, staff do not implement learning intentions as precisely as they could to ensure all children achieve the intended outcomes.
- Children learn songs in different languages and explore music and art from a variety of cultures, broadening their appreciation of the world. Parents are regularly invited to share cultural traditions, such as leading origami workshops or cooking sushi. This helps children develop respect and curiosity for other cultures, fostering inclusion and belonging within the nursery community.
- Staff prepare children well for school. They invite an older sibling into the setting to spark conversations about school life, including topics like school uniforms, pencil cases and libraries. Staff also share key information with schools, helping ensure a smooth and informed transition for all children, including those with SEND.
- Leaders prioritise staff well-being and professional development. This ensures a stable and reflective team that is focused on ongoing improvement. Leaders actively attend local network meetings to stay updated on current developments. Leaders and staff regularly evaluate their practice, using feedback to continuously improve children's experiences.

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:

- support staff to implement learning intentions of activities more effectively, so that children consistently learn what is intended.

Setting details

Unique reference number	EY438107
Local authority	Ealing
Inspection number	10388485
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	45
Number of children on roll	41
Name of registered person	Creative Minds Nurseries Limited
Registered person unique reference number	RP531166
Telephone number	02085792357
Date of previous inspection	12 July 2019

Information about this early years setting

Ealing Green Montessori School registered in 2011 and is situated in Ealing Green, in the London Borough of Ealing. It is open during term time, from 8am to 6pm, five days a week. The setting offers government funded childcare. The setting employs eight members of staff. Of these, four hold a relevant early years qualification at level 3 or above. The setting uses the Montessori approach.

Information about this inspection

Inspector

Jenny Selvakumaran

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and the inspector carried out two joint observations.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents spoke to the inspector during the inspection and shared their views.
- Children spoke with the inspector at various times throughout the inspection.

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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