

Inspection of Hanwell Montessori Nursery & Pre-School

Ground Floor, Saren House, Cambridge Road, Hanwell, London W7 3PA

Inspection date: 25 March 2024

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

Children arrive happy to meet staff, who greet them with a warm welcome. Staff talk to parents for a brief update so they can understand anything that may impact a child's day and adapt the day where necessary. Children quickly find their named peg to hang their coat and change from their outdoor shoes to their indoor shoes independently. They enter the rooms that staff thoughtfully set up to help children quickly engage in play. Staff are positive role models to children and provide them with good structure during the day. For example, staff prepare children for the next routine by ringing a bell to gain their attention. Children hold their hands in the air as they listen to what is next and follow instructions well. As a result, children behave well and have a good attitude to their learning.

When playing outside, children build their physical development, such as by using tricycles and push-along resources to build their strength. They balance on boards with staff's support, who encourage them to keep trying. This helps to build children's confidence and resilience. Children enjoy exploring the environment around them and dig for insects. They use magnifying glasses so that they can see what small insects look like, and they shriek with excitement in what they can explore. Staff know children well and plan a child's day based on what interests them and what they need to know next. Leaders are ambitious for every child, including children with special educational needs and/or disabilities, to make good progress.

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

- The manager and her leadership team provide children with the skills to prepare them for the next stage in learning. They plan a curriculum that provides children with a broad range of learning opportunities and helps children learn to be curious and confident in their learning. Staff receive regular training so that they can deliver effective teaching to children. The manager uses regular supervision sessions to identify staff's strengths and areas that they require further support with. Staff say they feel valued and appreciate the 'open-door policy' by the manager, who supports their well-being.
- Children have opportunities to build their early writing skills. For instance, staff help to support children to strengthen their finger muscles by using play dough. Children roll and manipulate the dough to create hedgehogs and use dry spaghetti to create the prickly coat. Children enjoy threading using sieves and share their achievements with staff. In addition, children build their fine motor skills by filling and pouring water into containers, developing their coordination skills.
- Children thrive in the role-play area as they play shops with their friends and staff. They share the food that they make, and staff ask what ingredients they

need to make a sauce. Children recall what they have previously learned and respond by naming different fruits and vegetables, such as tomatoes, garlic and onions. They learn how to share and wait their turn.

- Throughout the day, children enjoy listening to stories. Babies snuggle up with staff as they listen to them tell stories. They explore sensory books where they can feel the different textures. Older children enjoy stories being read to them. They are familiar with the focus book 'The Five Little Ducks' and enjoy how staff deliver parts of the story through song. Older children access books independently during the day and demonstrate a love of books.
- Parents appreciate the regular communication and support they receive from staff at the nursery. They report that staff are kind and their children look forward to attending the nursery.
- Staff support children to build their language, including children who speak English as an additional language. They talk to children during their play, sing nursery rhymes and read to children. In the morning, children sing a 'good morning' song. They learn about the days of the week and what season they are in. Children recall knowledge that they have previously learned. However, occasionally, some staff do not use play opportunities to extend children's vocabulary to broaden their language further.
- Staff plan for children based on what interests them and what engages them. For example, they teach children about the season of spring and the Easter festival. Staff provide activities such as using tongs to find the small eggs hidden in the Easter tray. However, occasionally during the day, staff set up activities that are too broad and do not consider children's abilities and stages of development. At these times, children are not fully engaged in their play or learning.

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:

- strengthen the support for children's communication and language during all play opportunities, to consistently extend their vocabulary
- take account of children's abilities and stages of development while planning and delivering all activities, to help children engage in their learning.

Setting details

Unique reference number	EY486236
Local authority	Ealing
Inspection number	10337542
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	91
Number of children on roll	80
Name of registered person	V, D's & Every Kid's Dreams Nurseries Limited
Registered person unique reference number	RP533765
Telephone number	02034893070
Date of previous inspection	12 March 2019

Information about this early years setting

Hanwell Montessori Nursery & Pre-School registered in 2015 and is located in Hanwell, in the London Borough of Ealing. The nursery is open each weekday, from 7.30am to 6.30pm, for 51 weeks of the year. The nursery employs 19 members of staff, 17 of whom work directly with the children. Of these, 16 staff hold appropriate childcare qualifications ranging from level 2 to level 5. The nursery receives funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector

Jacqueline Halpin

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 and discussed the curriculum.
- The inspector spoke to parents and took their views into account.
- The inspector observed the interactions between staff and children.
- The inspector spoke to staff at appropriate times and took their views into account.
- The inspector looked at a range of documentation, including safe recruitment.

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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