

Inspection of Lemon Tree Montessori & Daycare

45a The Mall, London W5 3TJ

Inspection date: 23 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	Met
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What is it like to attend this early years setting?

The provision is good

Children are secure and happy in this homely setting. They settle easily and quickly engage in the fun activities on offer. Staff support children's emotional well-being effectively. Children form close relationships with the nurturing staff. They approach them with ease for cuddles and reassurance, and staff respond warmly. Each child has a key person, which helps children settle and develop a sense of belonging in the setting.

Leaders and staff get to know the families well and find out about children's unique interests and needs from the start. This enables them to plan a suitable curriculum, which builds on what children already know and enjoy. Leaders and staff are ambitious for all children, including children with special educational needs and/or disabilities and those from disadvantaged backgrounds. They plan for each child to help ensure that no child is left behind.

Children develop positive patterns of behaviour from an early age. They learn to recognise and manage their feelings and how their behaviour may impact on others. Children interact well with each other, show kindness and share. They receive regular praise and encouragement, which helps develop their self-esteem. Children quickly develop independence and learn to do things themselves. They know to hang up their coats on arrival and help tidy away. This helps children develop key skills for the future, including their eventual move to school.

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

- Overall, the curriculum is implemented well and supports children's learning across all areas of their development. Staff observe children, monitor their progress and plan for what comes next. This helps quickly identify and close any gaps in children's learning. Staff work with parents and other professionals. They recognise when to make referrals to other agencies to ensure that children catch up. Children who are disadvantaged or need additional are supported well by the higher adult-to-child ratio.
- On the whole, activities provide rich-learning opportunities for children. That said, occasionally not all group activities are planned precisely to consider the varying needs of the children taking part. For example, some children become distracted in large groups, which does not maximise their learning opportunities at these times.
- Children's communication and language is supported well. Children enjoy songs and stories. Staff ask questions and give children time to respond. Children confidently repeat familiar words. Children who speak English as an additional language have opportunities to use and hear home languages. Children enjoy Spanish sessions. They play instruments and sing words in Spanish. Staff work

on speech and language programmes for children who need additional support. For example, they use simple words, pictures and gestures.

- Children benefit from daily fresh air and have fun as they explore outdoors. Children are curious to learn and enjoy planting activities. They learn how seeds grow and how these need sun and water to flourish. Children develop their physical skills. They ride tricycles and move their bodies in a variety of ways. They balance, climb and slide on apparatus. Staff help children learn to make healthy choices. They talk about the importance oral hygiene and provide a healthy diet.
- Children benefit from the learning opportunities on offer. Staff encourage children to explore and join in. Children are motivated to learn and eager to try new experiences. For example, young children show curiosity during sensory play. They use their small muscles to hold tongs to pick up rice. Older children concentrate as they work out how train tracks fit together. Children make marks on large sheets of paper and show pride in their achievements.
- Partnership with parents is strong. Parents receive regular information about children's development through an online system and daily discussions. This provides a consistent approach to children's care and learning. In addition, parents receive newsletters and attend consultation meetings and events. Feedback from parents is positive. Parents speak highly of the supportive and caring staff. They comment their children enjoy attending and are developing well.
- Staff benefit from regular supervision and team meetings. All staff have opportunities for professional development. Staff completed regular training. Following training to support learning for younger children, staff have redesigned the environment to make this more enabling for children to be able to make choices. Staff enjoy working in the setting and say they feel supported.

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:

- review the organisation of group activities to increase the engagement of all children.

Setting details

Unique reference number	EY498668
Local authority	Ealing
Inspection number	10396574
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	1 to 5
Total number of places	30
Number of children on roll	26
Name of registered person	Willow Tree Education Limited
Registered person unique reference number	RP526646
Telephone number	07956 228 959
Date of previous inspection	31 March 2023

Information about this early years setting

Lemon Tree Montessori & Daycare registered in 2016. It operates from a converted building in Ealing Broadway in the London Borough of Ealing. It is open Monday to Friday, from 8am to 6pm, for 50 weeks of the year. The setting is closed for one week at Christmas and one week during Easter. The nursery employs seven members of childcare staff. Of whom, five hold relevant early years qualifications. One member of staff is working towards a relevant qualification. The nominated individual holds qualified teacher status, and the manager holds a relevant level 6 qualification. The provider offers the government funded places for childcare and funding for disadvantaged children. The setting incorporates the Montessori approach to teaching.

Information about this inspection

Inspector

Deborah Orchard

Inspection activities

- The manager and the nominated individual 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 and the manager carried out two joint observations of activities.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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