

Inspection of Montessori Nursery School in Hanwell

19 Diamond Court, Cherington Road, London W7 3JL

Inspection date: 10 April 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy within the nursery. Staff engage with them enthusiastically. They change the tone of their voices to support children when engaging in activities. Staff are caring. For example, they notice when children need reassurance and offer a cuddle to help them to feel secure. These positive interactions help children to develop secure relationships with staff. Staff consistently offer positive praise. They say, 'well done' and give children high fives when they complete a task for themselves. This contributes to children developing their self-esteem.

Children behave well, this is supported by staff. Staff use language, such as 'gentle hands' and 'good sharing'. This ensures that children understand what is expected from them. Children join in with singing songs about the next part of their day. For example, they sing a song about washing their hands as they prepare for this task. This prepares children for upcoming routine changes.

Children learn about the natural world around them. They look through magnifying glasses in the garden. They look at snails and talk about where they live. Staff explain to children where milk comes from, using the toy cow. Younger children also enjoy learning about animals. They enjoy making the sounds that animals make. This gives children opportunities to learn about different animals in a vast number of ways.

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

- The nursery is strongly focused on children being given opportunities to develop their independence in real-life situations. Staff support this by encouraging children to serve themselves during mealtimes. Children also wash their own hands and take their shoes off when coming in from the garden. This supports children to achieve everyday tasks independently.
- Children have opportunities to develop their understanding of mathematics. For example, during a sensory activity staff count with children. Children also have opportunities to count different animals. During play, staff use language such as 'big' and 'small'. When playing in the sand, staff model words such as 'more'. This supports children to learn about different mathematical concepts.
- Overall, children have opportunities to develop their communication and language skills. Staff repeat words to younger children. For example, when playing in the sensory area staff repeat words, such as 'red', 'soft' and 'cold'. Staff also use some signs alongside spoken language, including 'more' and 'thank you'. Older children enjoy stories being read to them. They talk about the pictures in the book and children discuss what they see. In the garden children access books independently. They sit in a small group and turn the pages of the

books as they explore the images. However, on some occasions, older children are not given time to respond and answer questions for themselves. At times this can limit opportunities for children to use and extend upon their vocabulary.

- Children have opportunities to develop their physical skills. They independently use the slide and cars. Children also enjoy balancing on the balancing equipment.
- Children have opportunities to learn about different cultures. For example, they take part in an activity based around the celebration of Eid. Children use different threading materials to make their own prayer mats and staff explain and demonstrate how these are used.
- Most children engage well within activities. However, on some occasions, the organisation of routine and disruptions does not support children to remain focused. This means that children become distracted easily and stop engaging within the activities. Children then struggle to regain their attention.
- Leaders are reflective. They can identify areas of strength as well as areas to improve upon. Leaders identified the team work within the nursery as an area of strength.
- Staff know the children extremely well. They can confidently explain where children are within their development. They share strategies that they use to help them to achieve. The special educational needs coordinator spoke about how they plan personalised targets for children with special educational needs and/or disabilities. This means that all children are given opportunities to make progress.
- Parents have positive views of the nursery. They express how the manager is responsive and they are happy with the care their children receive.

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:

- develop techniques to enhance staff's understanding to better support older children to develop their vocabulary
- consider ways to organise the routine to minimise disruptions, ensuring that children are given opportunities to continue to engage in activities.

Setting details

Unique reference number	2659317
Local authority	Ealing
Inspection number	10333065
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	1 to 4
Total number of places	64
Number of children on roll	41
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	Not applicable

Information about this early years setting

Montessori Nursery School in Hanwell registered in 2021. It is run by V, D's & Every Kid's Dreams Nurseries Limited. The nursery is situated in Hanwell in the London Borough of Ealing. The nursery operates on weekdays from 7.30am to 6.30pm, all year apart from bank holidays. The provider receives funding to offer early education for children aged two and three years. There are nine members of staff. Of whom, seven hold relevant qualifications at level 2, 3 and 6.

Information about this inspection

Inspector
Emma Long

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual, area manager and manager about the leadership and management of the nursery.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out joint observations of group activities with the manager.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the nursery with the inspector.

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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