

Mace Montessori Nursery

47-51 Fortune Green Road, LONDON NW6 1DR



Inspection date	22 November 2018
Previous inspection date	22 June 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- The quality of teaching is consistently good. Staff are well qualified and they create a stimulating learning environment and plan a range of exciting activities for children.
- Managers use the strengths of the staff team to support children's development effectively. For example, staff who speak additional languages support children to use their home language in their play and learning. All children, including those who speak English as an additional language, make good progress.
- Partnerships with parents are strong. Staff plan transitions for children successfully and children settle well. They seek information from parents about home routines and follow these in nursery. The key person communicates regularly with parents. For instance, they use daily communication diaries and invite parents to discuss their children's progress with them during parent meetings.
- Staff plan, manage and review risk assessments well. For example, they consider and minimise risks at the local park to help ensure outings there are safe for children. This helps children to get fresh air and learn outdoors each day.
- The management team is ambitious. They audit their provision and create action plans for further improvements. The manager supports the staff team well. She ensures that communication with her team is strong. This helps to maintain a consistent approach to implementing developments across the nursery provision.

It is not yet outstanding because:

- The management team does not have their new robust procedures fully in place for monitoring and raising the quality of teaching, however, they are embedding these in practice.
- Staff do not fully consider how they can support children to be more independent throughout all daily routines, such as during lunchtime.

What the setting needs to do to improve further

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

- embed processes for monitoring staff practice and raise the good quality of teaching to an even higher level
- promote further children's independence skills, particularly during daily routines.

Inspection activities

- The inspector had a tour of the setting. She also accompanied staff and children as they visited the local park, which they use for outdoor activities.
- The inspector carried out an evaluation of teaching with the manager following a planned activity.
- The inspector held a meeting with the manager and area manager. She discussed self-evaluation and plans for further improvement. She looked at relevant documentation, such as children's assessments, planning and evidence of the suitability of staff working in the nursery.
- The inspector spoke to the staff and children at appropriate times during the inspection.
- The inspector talked with parents and listened to their views about the nursery provision and their children's progress.

Inspector

Lisa Dailey

Inspection findings

Effectiveness of leadership and management is good

Leadership and management is strong. The management team accurately reflect on their own practice. They seek the views of others to inform ongoing improvements. For instance, they use room questionnaires to seek the views of parents. The newly-formed pre-school room committee share children's opinions of toys and activities that they enjoy. Safeguarding is effective. Managers ensure that policies, procedures and risk assessments are robust. These help to promote the safety of the children within the setting. All staff have a very secure understanding of their duties to keep children safe. They are aware of the signs to look for which may indicate children are at risk from harm. Managers follow rigorous recruitment and induction procedures. These help to ensure all staff are suitable to care for children. The manager monitors children's development closely. She identifies any gaps in children's learning and then staff adapt their planning to help address these. For example, staff have focused on raising standards in mathematics, and are now working towards improving children's personal, social and emotional development.

Quality of teaching, learning and assessment is good

Staff know their key children well and the progress they make. They ensure that planning is purposeful and links to the next steps for children's learning. Staff target next steps in everyday activities. For example, they help children to learn about measure. They use pens and rulers to make a chart to compare how far cars travel when they roll down from the top of the ramp. Children watch closely as they observe which car travels the furthest. Staff help children to develop the muscles in their hands as they roll and squeeze herbs and spices into play dough. Children learn about people, families and communities. This supports their understanding of their similarities and differences. For instance, children share multi-lingual books and sing songs in different languages.

Personal development, behaviour and welfare are good

The management team have recently focused on improving the key-person system. This is having a positive impact on outcomes for children. For example, staff have considered their role as a key person during training workshops. They have reflected on how to improve the system they use in the nursery. All children now have a key person and a key-person buddy. Parents report that they know who their child's key person and buddy is and they meet with them regularly. Children are forming secure attachments with their key person and they are happy at the nursery. Children behave well. Staff are consistently good role models. They use positive language to show children how to interact with their friends.

Outcomes for children are good

Children develop the knowledge and skills they need to prepare them for the next stages of their learning. For example, they confidently count out loud and recognise numbers in books. They identify letters of the alphabet and begin to write their own name. Children make marks on the page using pens, crayons and twigs dipped in paint. They engage in imaginary play alongside their friends as they pretend to have a party for their babies.

Setting details

Unique reference number	EY481989
Local authority	Camden
Inspection number	10076291
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	40
Number of children on roll	59
Name of registered person	Mace Montessori Schools Limited
Registered person unique reference number	RP908920
Date of previous inspection	22 June 2016
Telephone number	020 8819 5358

Mace Montessori Nursery registered in 2014. It is one of 10 nurseries now owned by Busy Bees and operating in London. The nursery is open Monday to Friday from 8am to 6pm, throughout the year. The nursery receives funding to provide free early education for children aged three and four years. The provider employs 17 members of staff. Of these 16 work directly with the children, two hold relevant early years qualifications at level 2, seven hold relevant early years qualifications at level 3, three hold early years qualifications at level 6 and four hold qualified teacher status.

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