

# Ladbroke Square Montessori School

43 Ladbroke Square, London, W11 3ND



## Inspection date

Previous inspection date

21 March 2016

10 May 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The well-qualified staff have a good understanding of how children learn. The support for children's early mathematical skills is a particular strength of the staff team. Consequently, children's progress in mathematics is often better than good, relative to their capabilities and starting points.
- Children develop positive links with their local community through many activities. For example, staff take children on outings to shops to purchase food for cooking activities, to play in the local community gardens, and to visit the local library.
- Children benefit from the nurture of staff who clearly relish caring for them. Staff are highly sensitive towards children's individual needs and personalities. Children demonstrate extremely high levels of self-esteem and confidence.
- Managers consider the views of children and parents in the evaluation process to make ongoing improvements.

### It is not yet outstanding because:

- Staff do not engage all parents effectively in their children's learning to help promote continuity at home.
- The manager has not implemented a fully effective system to track the progress that groups of children make; to promote children's learning as well as possible.

## What the setting needs to do to improve further

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

- strengthen even further the shared approach to children's learning by extending opportunities to share with parents their children's progress levels and specific next steps in learning
- enhance systems for checking the progress of groups of children, to identify where provision can be improved further, to help children make the best progress possible.

### Inspection activities

- The inspector observed children's play and staff's interaction with children, and viewed the toys, resources and equipment.
- The inspector held discussions with the managers, staff and children.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector completed a joint observation with the manager.
- The inspector checked evidence of safeguarding practices, staff recruitment, staff training and professional development, and the evaluation process. The inspector looked at children's records and discussed how staff assess children's progress.

### Inspector

Victoria Weir

## Inspection findings

### Effectiveness of the leadership and management is good

Reflective managers and keen, energetic staff share a commitment to help children make the best possible start in life. Managers support staff through training and supervision, to develop knowledge and skills to improve the learning outcomes for children. For example, staff have used their knowledge gained through training to support more able children particularly well. Staff have planned opportunities to observe their colleagues' practice to identify strengths to emulate. Safeguarding is effective. Robust recruitment procedures ensure that all staff are suitable. The manager checks individual children's progress to help identify and target most gaps in their learning.

### Quality of teaching, learning and assessment is good

Staff provide a rich range of resources and outings that are planned to help challenge children's learning according to their age and stage of development. Staff use observations and information gathered from parents to engage children and motivate them to learn. For example, children who had visited a building of interest with their family enjoyed using blocks and junk materials to recreate famous buildings. Staff are very responsive to children as they play alongside them. They make suggestions, comment on their play, ask skilled questions and repeat aspects of activities to reinforce new learning.

### Personal development, behaviour and welfare are outstanding

Parents highly praise the settling-in arrangements that, for example, include offers of home visits. Children settle extremely well. Parents and children receive very strong support for any changes to their personal life, and their move on to school. Children explore their feelings confidently during their pretend play, stories and conversations. Staff promote children's good health extremely well through many activities and routines. For example, children enjoyed learning about healthy foods and diets during visits from a dietician, and a dentist visited to promote their understanding of dental hygiene. Staff plan activities that help children build up the necessary skills to attend to their self-care needs. For example, children explore different types of fasteners to help them dress and undress.

### Outcomes for children are good

Children initiate many activities themselves. They are skilled at learning through trial and error. They enjoy solving problems; staff know when to intervene and when to stand back. Children are prepared well for school and the next stage in their care and learning. They learn to count, read, and write letters and words. They demonstrate very good listening skills and consider each other's ideas. All children make good progress towards the early learning goals, relative to their starting points and capabilities. Many children make rapid progress in mathematics and literacy.

## Setting details

<b>Unique reference number</b>	105707
<b>Local authority</b>	Kensington & Chelsea
<b>Inspection number</b>	824775
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	77
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Ladbroke Square Montessori School Limited(The)
<b>Date of previous inspection</b>	10 May 2011
<b>Telephone number</b>	0207 229 0125

Ladbroke Square Montessori School registered in 1992. The nursery opens from 8.55am to 3pm five days a week, for 33 weeks of the year during term time. There are 13 staff members who work directly with the children, all of whom hold relevant early years qualifications at level 3 or above. The nursery receives funding for the provision of free early education for children aged three and four years. The nursery follows the Montessori educational philosophy.

This inspection was carried out by Ofsted 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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