

Inspection of Elmwood Montessori School

St Michael's Centre, Elmwood Road, Chiswick, London W4 3DY

Inspection date: 24 May 2023

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 enjoy the time that they spend at the setting. They play nicely together and show a caring nature towards each other. For example, when children ask for help when making a pretend road, other children nearby offer their support. They spend long periods engaging in imaginary play together.

Children concentrate extremely well on the activities that are available to them to choose from. They enjoy being creative at the art station, painting with a variety of different colours. They spend time developing their fine motor skills by cutting a variety of vegetables in the home corner. They also enjoy improving their hand-eye coordination by concentrating well when pouring water through funnels. They remain focused on these activities for long periods. Practitioners are engaging and support children when taking part in their self-selected activities.

Children feel safe within the setting; they are confident within the environment. For example, children confidently engage in conversations with each other and practitioners. They clearly express their feelings and share their own thoughts. Children share their favourite things to do with each other as they play in the outdoor environment. Practitioners are passionate about children developing a love for books. Children engage in stories being read to them throughout their time at the setting. Practitioners ensure that stories are engaging by using different voices and gestures, and children actively join in with these sessions.

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

- Children have opportunities to learn about different occupations and the people who help them. For example, parents come into the setting to talk to children about real-life experiences. This includes a visit from a doctor who spent time speaking to children and explained some equipment that they may see at the doctors and how these are used. Experiences like this help children to understand and become familiar with items that they may see when they visit the doctor's surgery.
- Partnerships with parents at the setting are strong. Parents speak fondly of the setting and comment on how practitioners care for their children. They speak about the trusted relationships that have been formed. They explain how they feel comfortable leaving their children at the setting. Positive relationships ensure that children and their families feel secure within the setting.
- Leaders provide a curriculum that is engaging. They ensure that supportive strategies are in place to enable children with special educational needs and/or disabilities (SEND) to develop to their full potential. However, practitioners do not always enhance activities to ensure that all children extend on what they already know. For example, practitioners do not consistently provide challenges

for children who are confident within their development.

- Children have opportunities to develop their language skills. Practitioners will model new words to them such as 'stethoscope'. They also repeat words to enable children to have the opportunity to enhance and extend their vocabulary.
- Children have opportunities to develop their imaginative skills. In the garden, they use tools to create roads with large wooden blocks. They spend time driving cars over the roads they create. Practitioners are good playmates for children. They show enthusiasm throughout the activities, which ensures that the children remain focused throughout play.
- Children have opportunities to develop their mathematical understanding. For example, they measure themselves against the foam skeleton in the garden and spend time speaking about 'longer' and 'shorter'. They also learn about weights by filling up containers and talking about 'heavy' and 'light'.
- Children behave well. They have positive friendships. For example, they play together well throughout their time at the setting. When children are collected, they hug each other and wave goodbye. Children are confident within the setting and express how they enjoy playing with a variety of different activities.
- Children have plenty of opportunities to develop their independence skills. They choose where they would like to play and put their pictures out to dry after painting independently. Mealtimes also develop children's independence skills as they peel their own fruits.
- Leaders know the setting well and can identify its strengths as well as weaknesses. They have plans in place to further improve on the experiences that are provided for children. Leaders have developed strategies to identify training opportunities that they provide for practitioners. This ensures that the setting is continuously developing.

Safeguarding

The arrangements for safeguarding are effective.

Practitioners have attended a variety of safeguarding training sessions as part of their continuous professional development. This helps to ensure that their knowledge remains relevant and up to date. Training attended includes such matters as female genital mutilation and domestic abuse. Safeguarding and child protection are discussed during the staff meetings that are held. Practitioners know to report any concerns they may have and are aware of where to find additional information when needed. Leaders are aware of the signs and symptoms of abuse and know the processes that they would take if they were worried about a child within the setting. Practitioners have up-to-date, first-aid qualifications.

What does the setting need to do to improve?

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

- consider how activities can be consistently enhanced to support and challenge all children within their development.

Setting details

Unique reference number	EY490666
Local authority	Hounslow
Inspection number	10288884
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	2 to 4
Total number of places	40
Number of children on roll	27
Name of registered person	Sarah Herbert Ltd
Registered person unique reference number	RP902387
Telephone number	020 8994 8177
Date of previous inspection	3 November 2017

Information about this early years setting

Elmwood Montessori School re-registered in 2015. It is situated in Chiswick in the London Borough of Hounslow. The nursery is open each weekday from 8.00am to 3.45pm, during school term time only. The provider receives funding to offer free early education for children aged two, three and four years. There are six staff who hold relevant qualifications ranging from levels 3 to 6. The nursery follows the Montessori educational philosophy.

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 managers and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- Practitioners spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual and managers about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 carried out joint observations of group activities with the manager.

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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