

Playhouse Montessori

1a Dunbar Avenue, London, SW16 4SB



Inspection date

18 February 2016

Previous inspection date

23 March 2015

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------------|----------|
| | Previous inspection: | Requires Improvement | 3 |
| Effectiveness of the 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

This provision is good

- The managers reflect well on their practice. They identify weaknesses and set targets to plan for improvements. The setting has made good progress towards the actions and recommendations set at the previous inspection.
- Staff have strengthened the observations and assessments of children's progress. They understand each child's level of achievement and plan activities that stimulate their eagerness to learn. Children make good progress towards their next stages in learning.
- Children learn about the natural world, for example, they use binoculars to watch the birds in the garden. They know the names of some birds they see.
- Staff work closely with parents to learn about children's needs and to help them to settle in effectively when they first start. Children have good relationships with staff and are emotionally secure. Parents express the view that staff are friendly, flexible and supportive.
- Children behave well and learn about the needs of others. For instance, staff support children to share, take turns and use polite words as they interact with each other.

It is not yet outstanding because:

- Staff do not always make the best use of children's role play experiences to build on what they already know and extend their learning.
- At times, staff do not monitor the available space in the baby room. There are too many toys on the floor, which limits the area for young children to move around freely.

What the setting needs to do to improve further

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

- help children to recall their experiences and build on what they already know to extend their learning
- monitor floor space in the baby room to help the youngest children to move freely during their play.

Inspection activities

- The inspector observed staff interactions with the children.
- The inspector took account of the views of parents and children.
- The inspector completed joint observations with the manager and the deputy.
- The inspector viewed a sample of documents, including the setting's policies and procedures, and children's learning records.
- The inspector held meetings with the management team and individual staff, as appropriate.

Inspector

Geetha Ramesh

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The managers ensure that staff have a clear understanding of child protection procedures and they monitor the ongoing suitability of staff as required. The managers closely supervise the work of staff and identify training to improve their knowledge and skills. For example, staff have made improvements to the settling-in procedures following training on attachment behaviour of young children. Qualified staff oversee the quality of provision in the rooms. They work in partnership with managers to tackle underperformance to strengthen the quality of teaching. The managers monitor children's overall progress and seek advice from other professionals, such as speech and language therapists, to help close any gaps in children's development. They work together and share information with teachers to ensure continuity in children's learning when they move to school.

Quality of teaching, learning and assessment is good

Staff work in close partnership with parents to support children who are learning English as an additional language. They work closely to reduce gaps in children's learning and to support them to make the best possible progress. Staff introduced mathematical language to the toddlers as they played outside. For example, they marked children's heights on the fence with coloured chalk and helped them learn to compare sizes. Staff encouraged babies to explore natural materials, such as water and sand. Staff helped to promote babies communication skills, for example, they described what babies were doing and introduced simple words and phrases as they played.

Personal development, behaviour and welfare are good

Staff skilfully promote children's independence during routine activities, such as mealtimes. Children enjoy nutritious meals and know the names of some foods that promote their good health. Staff provide a good range of activities in the fresh air, which contributes to children's physical well-being. Staff plan interesting activities to promote children's understanding of the wider community. For example, staff invited parents to a cultural day to share their traditional costumes and experiences with the children.

Outcomes for children are good

Children learn a good range of skills for their future learning. They are independent; for example, young children practise using cutlery at mealtimes and older children pour themselves a drink. Older children concentrate and focus well during activities. For example, they sat very quietly during group time to listen to the sounds in the environment. Children practise their early reading skills, for example, older children confidently identify the sounds at the beginning of words. Staff challenge children's learning, for example, they encourage them to identify the sounds they hear in three-letter words.

Setting details

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|------------------------------------|--|
| Unique reference number | EY339849 |
| Local authority | Croydon |
| Inspection number | 1010404 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 4 |
| Total number of places | 50 |
| Number of children on roll | 42 |
| Name of provider | Mrs Nasreen Hudda and Mr Mahmood Hudda Partnership |
| Date of previous inspection | 23 March 2015 |
| Telephone number | 0208 7642564 |

Playhouse Montessori registered in 2006. It is located in Norbury, in the London Borough of Croydon. The nursery is open weekdays from 8am to 6pm for 52 weeks of the year. There are nine staff; of these, one holds Early Years Professional Status and three hold a qualification at level 3. The nursery partly incorporates the Montessori educational philosophy into its practice. The nursery receives funding to provide free early education for children aged three and four years.

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