

# Wimbledon Park Montessori School

206 Heythorp Street, London SW18 5BU



<b>Inspection date</b>	7 June 2019
Previous inspection date	17 March 2016

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

## Summary of key findings for parents

### This provision is outstanding

- The manager closely considers the feedback and responses of parents, children and staff to accurately identify priorities for further development. She has worked very effectively to establish a team that shares her commitment to ensuring that children and their families achieve their full potential. She demonstrates a strong determination to make continual improvements.
- Staff provide exceptional support for children's emotional well-being. Key persons build very strong bonds with children, and work highly effectively with parents and others involved in children's lives. Children's emotional well-being is extremely well supported by a caring staff team who meet children's individual needs exceptionally well.
- The quality of teaching across the pre-school is outstanding. All children, including those with special educational needs and/or disabilities and those who speak English as an additional language, receive targeted teaching and consistently high levels of support. Children make excellent progress from their starting points.
- Children enjoy taking part in highly stimulating activities in the excellent environment, inside and outdoors. They show that they are extremely independent, motivated and curious learners. Children are exceptionally well prepared for school and future learning.
- Staff receive a high level of support from the management team. They complete a wide range of training that helps them to learn more about how to successfully implement activities. Staff use what they learn to skilfully build on children's prior learning and experiences. Children benefit greatly from their enhanced knowledge and expertise.
- Parents speak very highly of the staff and the service they receive. They value the relationships that staff build with children and the individual care that their children receive. Parents particularly appreciate the inclusive and nurturing ethos of the pre-school, and the reassurance and support that staff provide.

## What the setting needs to do to improve further

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

- continue to review arrangements for monitoring different groups of children, to further refine analysis of the progress that children make in their learning.

### Inspection activities

- The inspector reviewed information, including learning records for children, evidence of professional development, documents relating to staff and arrangements for monitoring groups of children.
- The inspector observed the quality of interactions between staff and children, and assessed the impact of these on children's learning, both inside and outdoors.
- The inspector jointly observed and discussed a children's activity with the manager.
- Discussions were held with staff at appropriate times.
- The inspector sought the views of parents during the inspection visit.

### Inspector

Kareen Jacobs

## Inspection findings

### Effectiveness of leadership and management is outstanding

The manager is ambitious for children and their families and works very well with her team to meet their needs exceptionally well. She makes changes that support very positive outcomes for children. The introduction of technology, for example, is supporting better identification of the progress made by different groups of children. The manager, special educational needs coordinator and staff demonstrate superb partnership working. They work extremely closely with parents, local schools, therapists and other professionals to achieve highly positive outcomes for children. Parents receive strong encouragement and support to engage in their child's learning, such as when they visit and read stories in their home language. Safeguarding is effective. Staff are vigilant and alert, and manage risks well. They know how to identify and correctly respond to potential safeguarding risks to children.

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

Staff provide superb opportunities for children to find things out for themselves. For example, staff support very able children who match, compare and name the dinosaur models that they read about. Staff offer high levels of encouragement and praise as they help children to find out more, by looking at models depicting volcanoes and rock formations, where children suggest dinosaurs might live. Staff skilfully support and include less-confident speakers, non-verbal children and those who are new to the pre-school. They use children's interests and ideas, set challenging mathematical tasks and ask questions to successfully engage children of different ages and abilities in larger group activities. Staff include information they gather from parents in their consistently accurate assessments of children's learning.

### Personal development, behaviour and welfare are outstanding

Staff help children to develop an exceptionally strong sense of themselves. For example, children show pride as their parents share special stories about them during birthday celebrations. Children demonstrate extremely positive behaviour towards each other. Older children are eager to help settle their younger siblings. Staff work very closely with parents to help prepare children emotionally for school. Children's moves to school are very well planned and successful. Staff consistently acknowledge children's achievements and efforts, and use daily routines to extend learning. For instance, they point to letters on coat labels as younger children put their coats on. Staff give frequent opportunities for children to participate in activities that allow them to use their imaginations and express themselves, such as during drama sessions.

### Outcomes for children are outstanding

Children demonstrate very good literacy and communication skills. They recognise their similarities and differences as they learn about their friends, and share languages and cultures. Older boys use their mathematical skills well, to work out how many more, or less. Girls develop small hand muscles that they need for writing as they use screwdrivers with increasing control. Children who speak another language at home rapidly acquire good English-speaking skills. Children show high levels of motivation and independence, and are extremely well prepared for future learning.

## Setting details

<b>Unique reference number</b>	508662
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10072964
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	73
<b>Name of registered person</b>	Collins, Clare
<b>Registered person unique reference number</b>	RP512703
<b>Date of previous inspection</b>	17 March 2016
<b>Telephone number</b>	020 8944 8584 or 07759 852 454

Wimbledon Park Montessori registered in 1991 and is situated in Southfields, in the London Borough of Wandsworth. The nursery opens from 9am to 12.15pm and from 1pm to 4.15pm, on weekdays during term time. There are eight members of staff. Seven staff, including the manager, hold qualifications at level 4. One member of staff holds a qualification at level 6. The nursery also uses two volunteers. The nursery follows the Montessori philosophy of education.

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