

# Inspection of One World Montessori Nursery

Basement, 56 Minford Gardens, London, Middlesex W14 0AW

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Inspection date: 17 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children demonstrate that they are happy in this warm and welcoming nursery. They confidently leave their parents at the door and quickly settle into the nursery routine. Children show a positive attitude to their learning. They move around their different rooms choosing what to play with. Children demonstrate that they feel safe and secure. For instance, they eagerly show staff and friends minibeasts that they have found in their garden as part of the nursery topic.

Staff regularly praise children for their achievements. This helps to create a positive learning environment, where children are keen to have a go at a variety of activities. Children benefit from a good range of experiences that prepare them well for their future success. Young children enjoy being imaginative as they learn about the animals in the jungle. Older children develop good communication skills and confidently articulate what they know and can do. They talk about recent books that they have read as they explore the 'beach' area, looking at the shells, sea creatures and minibeasts. Children's behaviour is good. They learn about the rules and boundaries and what is expected of them when in the local community. Children are kind and friendly towards each other. Staff remind children to share and take turns.

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

- Staff know what their key children can do and what they need to learn next. Support for children with special educational needs and/or disabilities and those from disadvantaged backgrounds is excellent. Leaders ensure that additional funding for children is used well to target their specific needs. All children make good progress in relation to their individual starting points.
- Managers develop an ambitious curriculum for all children. They have clear intentions for children's learning that are well informed and sequenced. Staff are clear about the wider learning intentions for children. However, at times, as staff join children at activities, they do not effectively build on children's learning. For example, staff do not use varying questioning techniques to challenge children's thinking skills.
- Children are confident communicators. They develop good communication and language skills. Children regularly join in with conversations, and show good listening and attention skills.
- Children enjoy listening to stories as staff use books to support children's learning. Younger children engage with stories that are read to them. They enjoy investigating different props and artefacts to bring the story to life. Older children begin to read, segment and blend words.
- Children benefit from regular outdoor play in the nursery garden and areas of the local community. They develop their physical skills. Children crawl along

tunnels, balance on stepping stones and race each other on wheeled toys. They enjoy regular trips to local community gardens to look at wildlife and learn about nature.

- Generally, children develop their independence skills. For example, they serve their own snack. Children are confident to approach staff for help if needed. Staff offer praise for children's accomplishments to raise children's self-esteem. However, staff do not consistently encourage children to carry out simple tasks. This does not fully extend children's self-care skills.
- Staff introduce mathematical vocabulary to children as they play. They encourage children to count and match the correct number of pebbles to numbers. Younger children water the plants with their 'full' watering cans.
- Staff comment that they are well supported within their roles. They receive regular meetings to help to develop their performance and identify any areas for training. Staff have attended recent training to support children to self-regulate and understand their emotions. For example, staff use different colours to encourage children to express how they are feeling. Staff have a chance to reflect on what is working well during regular team meetings.
- Managers and staff successfully work in partnerships with parents. They share plenty of information, and keep parents well informed about their children's progress and next steps in learning. Parents are full of praise for staff. Staff work closely with all other agencies involved with the children.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers and staff are aware of their responsibilities to safeguard children. They are confident about how to raise a concern that a child is at risk of harm, and know the local procedures to follow. Staff are aware of the different types of abuse. They know which signs and symptoms to look out for, including when a child may have been exposed to radicalism or extremist views. Staff monitor the welfare of children, working collaboratively with families to get support in place at the earliest opportunity. They are aware of who to contact if they have concerns about an adult working with children. Managers have robust recruitment procedures in place to ensure the suitability of staff.

## **What does the setting need to do to improve?**

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

- support staff to enhance children's learning even further during their play and focused activities
- encourage children to do even more for themselves during their everyday experiences, to further develop their independence.

## Setting details

<b>Unique reference number</b>	2496687
<b>Local authority</b>	Hammersmith & Fulham
<b>Inspection number</b>	10194374
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Regal Childcare Partnership
<b>Registered person unique reference number</b>	RP908928
<b>Telephone number</b>	02076036065
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

One World Montessori Nursery registered in 2018. The nursery is located in the London borough of Hammersmith and Fulham. It operates during term time from 8am to 6pm, Monday to Friday. All staff hold relevant childcare qualifications, including staff who hold level 4 diplomas in Montessori teaching. The nursery offers funded early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Tracey Murphy

## Inspection activities

- This is the first 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 owner and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector observed the interactions between staff and children.
- The inspector carried out different observations throughout the inspection.
- The inspector spoke to parents to gain an understanding of their views.
- The management team provided the inspector with a sample of key documentation on request.

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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