

Inspection of Rocks Lane Montessori

Rocks Lane Montessori, 60 Chiswick Common Road, London W4 1RZ

Inspection date: 10 November 2022

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

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time at this inviting nursery. They form affectionate bonds with the staff, who are always on hand should children need reassurance. Children become deeply engrossed in activities that they have chosen to engage in. Their social skills are developing well as they play happily on their own, with staff and with their friends.

Children hear staff using new and meaningful words at every opportunity. They listen with interest and acquire new vocabulary and fluency in speech. The staff skilfully create a language-rich environment. For example, during an activity about continents of the world, staff talk about a bald eagle, a native bird of North America. Children with families from this region are keen to share their knowledge and say, 'It is fierce.' This demonstrates that children are fast becoming confident communicators.

Children love to be active outdoors. They develop more controlled movements as they ride scooters, use the see-saws and navigate a climbing frame. Children eagerly participate in sports activities, such as those run by external coaches. Children work together to tidy their toys and swiftly move on to the next opportunity. This helps to support children's physical and emotional well-being.

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

- The experienced manager has devised an ambitious curriculum to provide children with the knowledge and skills for their future learning. The curriculum intent is understood by all staff, who receive appropriate training to develop their understanding. Staff tailor their approach to meet each child's learning and care needs. The manager and staff talk confidently about the good impact their approach has on children's learning experiences.
- All children, including children with special educational needs and/or disabilities (SEND), do well. Leaders seek advice and support from external professionals to help address any emerging gaps in children's development. Parents are fully involved in this process and follow strategies used at the setting. This joint way of working means that children with SEND are able to meet their developmental milestones in a timely way.
- Children learn about good hygiene routines. The manager invites members of the community to speak to children about the importance of keeping themselves healthy. For example, a visiting dental nurse spoke to children about good oral hygiene. Children are reminded to wash their hands when they come in from the garden and before mealtimes. This helps to promote a healthy lifestyle.
- Staff are keen for children to learn about the wider world. For instance, they organise for people from different professions to visit the setting and talk about

their roles. One such visit from a pilot inspired children to consider becoming one when they grow up. In addition, children learn about different languages as they sing songs taught by bilingual staff. This helps to raise their awareness of the diverse world they live in.

- Children are motivated to learn. Their mathematical skills are developing well. Children are taught to count the correct number of cubes related to a numeral. They understand that one more cube is being added each time. Children skilfully apply the language of 'one more' in their play. In this way, they begin to understand simple addition.
- Overall, staff show good teaching skills. However, at times, they pose too many questions to children and do not give them sufficient time to gather their thoughts and respond appropriately. At these times, children either answer in a hurry or staff answer for them. As a result, children's thinking is not explored fully.
- The manager strives to provide high-quality teaching and learning. She improves staff's knowledge and skills through supervision, feedback, modelling and training opportunities. However, the methods of coaching and mentoring are not used as effectively as possible to improve all staff's practice to a consistently high level.
- Parents speak highly of the manager and staff. They appreciate the care and attention their children receive. They value the support to families, particularly the efforts to stay connected during the COVID-19 pandemic. Parents comment on the pleasing progress their children are making and state that the setting prepares children well for their next stage in learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders fully understand their roles and responsibilities to protect children from harm. All staff demonstrate an awareness of the signs and symptoms that could indicate a child is at risk of abuse, including exposure to extremist views and behaviours. They have a clear knowledge of the process to follow when raising concerns to the relevant authorities. The provider has robust recruitment and vetting procedures in place to ensure that staff are suitable to work with children. Staff complete regular first-aid and safeguarding training to ensure their knowledge remains current. They carry out frequent risk assessments to ensure the setting is safe and secure for children.

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 sharpen their questioning skills to allow children sufficient time to gather their thoughts and respond to questions appropriately

- enhance opportunities and current methods of coaching and mentoring of staff to improve their teaching to a consistently high standard.

Setting details

Unique reference number	2609068
Local authority	Hounslow
Inspection number	10251709
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	31
Name of registered person	Rocks Lane Montessori Limited
Registered person unique reference number	2609069
Telephone number	07917 071364
Date of previous inspection	Not applicable

Information about this early years setting

Rocks Lane Montessori re-registered in 2020 and operates in Chiswick, London. The setting follows the Montessori philosophy. It is open from Monday to Friday, from 8.30am to 4pm, during term time only. The setting currently employs eight staff, six of whom hold an early years qualification at level 4 or above. It receives funding to provide free early education for children aged three and four years old.

Information about this inspection

Inspector

Sonia Panchal

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 manager and has taken that into account in their evaluation of the provider.
- The manager took the inspector on a tour of the setting and spoke about how she organises the curriculum.
- The inspector observed interactions between staff and children during activities and assessed the impact of their teaching on children's learning.
- The manager and the inspector carried out a joint observation of an activity and evaluated its effectiveness.
- The inspector spoke to the manager and her staff about their knowledge of child protection and the procedures to follow to keep children safe.
- The inspector looked at a sample of the setting's documentation, including evidence of the suitability of staff to work with children.
- The inspector talked to parents and children and took account of their views on the setting.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022