

# Inspection of Walthamstow Village Montessori Nursery

6-7 West Avenue, London E17 9QN

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Inspection date: 26 May 2021

<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 show that they are happy and settled as they arrive at the nursery, cheerfully greeting familiar staff. Babies who are settling in quickly build attachments with the attentive staff caring for them. Activities are thoughtfully planned in a stimulating environment where children are motivated to learn and to engage in play. Older children learn about early science through experiments when making volcanos with baking soda. Younger children enjoy singing and listening to stories with visual prompts and signs. This particularly helps those children who learn better with visual aids. Staff help children to develop their communication and language skills, including for those children who are learning English as an additional language. Staff teach children new words with good use of a signing programme. They help to extend children's vocabulary as they listen carefully and ask questions to help children think for themselves. Children enjoy learning about nature and supporting their community. They take part in fundraising activities and celebrations, such as 'bee day'. Children listen and concentrate well together during 'island time'. They learn about themselves and others using resources that reflect and celebrate differences. Children have a sense of pride when they show visitors their family photographs and drawings on the display boards.

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

- Children make good progress and are well prepared for their next stage in learning. Staff observe children's individual development from the time the children start. Staff incorporate children's next steps into the planning along with their interests, helping staff to provide a broad and balanced curriculum.
- Staff work with parents and other professionals, such as speech and language therapists, when children need extra support. However, further development is needed to ensure that leaders have an accurate picture to make sure all groups of children are making good or better progress.
- Children benefit from a stimulating environment with good-quality resources. This enables them to be independent in their play and learning. Younger and older children show a great interest in books. They carefully turn pages and retell familiar stories to their friends.
- Leaders help staff to work well as a team. They promote the well-being of staff and individual workload is constantly reviewed. Staff develop their skills and extend their knowledge through training and team meetings. As a result, children benefit from good interactions with an experienced staff team. However, there is opportunity to improve the communication and engagement between staff and younger children, especially during the period before lunchtime.
- Staff teach children to value differences and treat each other with respect. Children share resources and talk about being kind to each other. They comfort

their friends with a hug and make space for them to sit as they join in the 'island time'. Babies show that they are emotionally secure in their attachments with staff as they smile and look to them for reassurance.

- Children are taught about the importance of good hygiene routines. Staff use visual reminders and explain to children the benefits of washing their hands. Children respond well to this as they wash their hands independently throughout the day.
- Children gain a good understanding of how to stay safe. Younger children are learning how to carefully walk down the stairs to the garden. Children are absorbed as they explore different activities outdoors, such as filling and pouring in the mud kitchen.
- All children develop good independence skills. Older children enthusiastically help staff as they set up tables before and after mealtimes. Babies and toddlers respond really well to the tidy-up time song, indicating a change and preparing them well to move to a new activity.
- Parents speak highly of the nursery. They are appreciative of the additional work completed by staff during the COVID-19 (coronavirus) pandemic to make sure their children are safe and are well cared for. They say they are really looking forward to being welcomed back into the setting to take part in activities with their children. They particularly enjoy contributing to special events at the nursery and the good communication they receive from staff.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager with responsibility as designated safeguarding lead makes sure any concerns about a child's safety or well-being are referred to the appropriate agencies promptly. The manager prioritises supervision arrangements to support staff's knowledge and confidence in following safeguarding procedures. Staff complete regular training and have a good understanding of child protection, including wider safeguarding concerns. New staff receive a clear induction before they start to enable them to fully understand their roles and responsibilities. Managers use risk assessment effectively to ensure that children's safety remains a high priority. They have robust recruitment procedures and complete ongoing checks to help 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:**

- strengthen the quality of teaching for older children so that their emerging interests are responded to effectively and they experience further opportunities to be spontaneous in their play to extend their knowledge even further
- extend staff's professional development in relation to communication and

engagement between staff and younger children, especially during lunchtime, to keep children engaged and to ensure their quality of care.

## Setting details

<b>Unique reference number</b>	EY553976
<b>Local authority</b>	London Borough of Waltham Forest
<b>Inspection number</b>	10190114
<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>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	120
<b>Number of children on roll</b>	0
<b>Name of registered person</b>	E17 Nursery Limited
<b>Registered person unique reference number</b>	RP553975
<b>Telephone number</b>	07931711299
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Walthamstow Village Montessori Nursery registered in 2018. It is situated in Walthamstow Village in the London Borough of Waltham Forest. The nursery employs 24 staff, all of whom hold relevant early years qualifications at level 3 or above. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two- and three-year-old children.

## Information about this inspection

### Inspectors

Catherine Greene  
Anne Maher

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. This was completed by two inspectors. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager led the inspectors on a learning walk, and told them about what they want children to learn at the nursery.
- The manager and a member of the staff team carried out a joint observation with the inspectors. They looked at how well practitioners teach children what they want them to learn.
- Leaders held discussions with the inspectors throughout the inspection.
- Children and parents talked to the inspectors about their experiences of the nursery.
- The inspectors looked at documents relating to the suitability of those working with children, such as their qualifications and first aid.

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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