

Inspection of Headstart Montessorians Day Nursery

634 Green Lane, Ilford, Essex IG3 9RZ

Inspection date:

27 March 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Staff within the nursery are highly qualified, extremely passionate and enthusiastic. This is embodied in the way staff warmly welcome children into the nursery and interact with them through the day. Staff create an exciting range of opportunities for children through an extremely ambitious and challenging curriculum. Children happily and confidently explore, showing sustained levels of concentration in all areas of their learning.

Children's behaviour is exemplary. They are incredible kind and thoughtful towards each other. Babies and younger children greet each other with cuddles and smiles. Older children show care and concern for their peers when they hurt themselves. When children lose their hats while running around the garden, other children immediately pick them up for them and return them. Staff are excellent role models. They demonstrate to children how to negotiate any minor conflicts independently, and children use these skills expertly. They politely tell each other they were sitting somewhere first or had a certain resource but will pass it over when finished.

The provision for children with special educational needs and/or disabilities (SEND) is excellent. Staff work closely with other agencies and parents to ensure that children are exceptionally well supported and make progress from their starting points in development.

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

- Managers and staff are extremely knowledgeable about the individual needs of children. They recognise the impact that the COVID-19 pandemic has had on children's learning and development. Staff recognise what children already know and what they need to learn next. They are very quick to identify where there may be gaps in children's learning and work swiftly to close these. Staff acknowledge areas where children may be excelling and are ready for further challenge. They work to ensure that the curriculum is flexible to help every child reach their full potential.
- The curriculum to develop children's communication and language is outstanding. Even the youngest babies and children can communicate their wants and needs. Babies use gestures, such as holding out their sleeve to show staff it is wet after water play and they want to be changed. Younger children use Makaton signs to indicate they are finished their meal or would like more. Children develop new vocabulary quickly and converse with each other and staff fluently. They share ideas and talk about what is important to them.
- Children are extremely independent. They are confident in the environment to take care of their self-care needs, choose where they would like to play and begin to manage risks. Children are extremely resilient and have a strong can-do

attitude. Staff are full of praise and encouragement for children, while letting them know they are nearby if they would like help.

- Staff promote healthy lifestyles expertly. As children wait for their meals, they discuss what they may have, the nutritional value of the food they are eating and how to make healthy choices. Children take part in cooking activities, such as making fruit salads and cheese straws. They taste and smell the different ingredients, which helps to widen their exposure to different foods. Staff promote children's oral health. For example, they encourage children to brush their teeth daily after lunch. Staff have conversations with parents about the importance of regularly visiting the dentist.
- Partnership with parents is excellent. Parents speak extremely highly of the nursery and the impact it has had on their children's overall learning and development. Parents feel very well informed and comment that communication from staff is excellent. They feel staff are proactive in working with them to support children's individual needs.
- Staff feel exceptionally well supported. Managers support them to continue their own professional development through various means of further training. The manager had developed several initiatives, such as the 'Wednesday club' and 'working lunches', where she makes herself available to staff. She allows staff to set the agenda, alongside the standard room and whole staff meetings and supervision sessions. The manager has a deep oversight of the strengths of her team and how she can continue to build on these.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY545174
Local authority	Redbridge
Inspection number	10316941
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	65
Number of children on roll	54
Name of registered person	Headstart Limited
Registered person unique reference number	RP529900
Telephone number	07757535777
Date of previous inspection	16 May 2018

Information about this early years setting

Headstart Montessorians Day Nursery registered in 2017 and is located in Ilford within the London Borough of Redbridge. The nursery opens Monday to Friday, from 8am to 6pm, for 51 weeks of the year. It employs 18 members of staff, all of whom hold relevant qualifications ranging from level 2 to level 6. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Natalie OLeary

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector spoke to children, to find out about their time at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a communication and language activity with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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