

Matryoshka Montessori School



company registration number 09776250

St. Michaels Church Hall, The Riding, LONDON, NW11 8HL

Inspection date

6 January 2016

Previous inspection date

7 February 2012

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

Summary of key findings for parents

This provision is good

- Staff are well-qualified. They provide a broad range of stimulating, challenging resources and interesting activities. Children have plenty of opportunities to make choices and access a wide variety of learning experiences.
- Staff carefully observe children and get to know them well. They build an accurate understanding of their capabilities and individual learning needs over time. They identify their ongoing next steps for learning and effectively plan activities to help them make good progress.
- Children settle well and build warm relationships with their key persons, other staff and each other. Staff are welcoming, calm and attentive. They successfully foster children's emotional well-being and help them to develop good social skills.
- Children have good opportunities to build an understanding of other people, families and communities in the wider world. They learn about different festivals and celebrations. They are taught to value and respect diversity.
- Staff build good relationships with parents and share information with them about children's ongoing progress and learning.

It is not yet outstanding because:

- Although staff involve parents in ongoing assessments of children's progress, they do not always seek precise initial information about children's skills and development, in order to inform early planning more swiftly.
- Managers have not yet developed a highly successful system to track children's attainment, in order to analyse the progress being made by specific groups.

What the setting needs to do to improve further

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

- seek more detailed initial information from parents about children's skills and development, in order to plan precisely for their immediate learning needs and to promote their rapid progress
- extend the systems for reviewing children's achievements to include the progress made by specific groups and use this information to aid further planning as and when necessary.

Inspection activities

- The inspector had a tour of the school with the manager.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed joint observations of activities with the manager and discussed how self-evaluation is used within the setting to improve practice and provision.
- The inspector looked at relevant documentation, including policies and procedures, assessments and planning.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection.

Inspector

Victoria Mulholland

Inspection findings

Effectiveness of the leadership and management is good

Managers and staff are fully aware of their responsibility to keep children safe and protect them from harm. Arrangements for safeguarding are effective. Staff know the procedures to follow if they have concerns about the welfare of a child. Managers and staff effectively review individual children's progress. They work with other professionals as appropriate, for instance, to support disabled children and those with special educational needs. However, managers do not yet evaluate the progress made by specific groups of children. For example, they do not fully consider any differences in the progress made by boys and girls or children with additional funding to review the effectiveness of the provision for these groups. Even so, managers evaluate the overall quality of the provision, taking the views of staff, parents and children into consideration. They accurately identify strengths and areas for further improvement, including staff's ongoing training needs.

Quality of teaching, learning and assessment is good

Staff place a strong focus on promoting children's speaking skills, including those who speak English as an additional language. Staff extend children's vocabulary and, sometimes, talk with them in languages spoken at home. They promote children's understanding and learning of both English and their home languages. The quality of teaching is good overall. Staff skilfully build in opportunities during play and daily routines to promote children's growing mathematical understanding. They model counting and teach children about quantity, size and weight. They encourage children to explore, recognise and match shapes. Children have opportunities to compare and organise objects according to size. They learn about pattern and colour. For example, they make mosaic pictures using two colours in a repeated pattern. Children join in with stories, songs and rhymes. They use materials, such as chalks, pencils and paint, to draw and make marks. They enjoy using wooden blocks and construction sets to build, balance and create.

Personal development, behaviour and welfare are good

Children have good opportunities to build their independence and self-assurance. Staff teach children about good hygiene practices and effectively promote their personal-care skills. Children's sense of responsibility and cooperation is fostered well. For example, they are encouraged to select from available resources and tidy them away after using them. Staff are good role models, giving children clear guidance about their expectations for behaviour. Children learn to share, take turns and behave well. They learn about how to keep themselves safe. For instance, they develop an awareness of safety around cars as they walk between the indoor and outdoor learning areas. Children have opportunities daily to be physically active. They enjoy a variety of activities, such as dance, yoga and parachute games. Staff promote children's understanding of healthy foods and lifestyles.

Outcomes for children are good

All children, including those who receive funded education, make good progress. They develop key skills that they need for the next stage in their learning. Older children begin to link letters with their sounds. They learn to write letters and numerals. They grow in confidence and are prepared well for their move on to school.

Setting details

Unique reference number	EY427568
Local authority	Barnet
Inspection number	1024250
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	52
Number of children on roll	34
Name of provider	Matryoshka Montessori School Ltd
Company registration number	09776250
Date of previous inspection	7 February 2012
Telephone number	07939596010

Matryoshka Montessori School was registered in 2015 and follows the Montessori educational philosophy. The school employs five members of childcare staff. Of these, all hold appropriate early years qualifications at levels 2, 3 and 4, including two with Qualified Teacher Status. The school opens from Monday to Friday, all year round, except for bank holidays, two weeks in December and two weeks in August. Sessions are from 9am until 3.30pm. The school provides funded early education for two-, three- and four-year-old children. The school supports children who speak English as an additional language, disabled children and those with special educational needs.

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