

Inspection of Wimbledon Park Montessori School

206 Heythorp Street, London SW18 5BU

Inspection date: 26 March 2025

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Leaders create a stimulating environment that encourages children to explore freely, which they do with enthusiasm. The key person system is highly effective, allowing staff to understand each child's needs and interests. They use this knowledge to add resources and plan learning opportunities that reflect individual preferences. As a result, children enter the setting happily and quickly engage in their chosen activities.

Dedicated leaders work diligently with staff to plan a clear curriculum that teaches children a range of skills and provides them with varied and interesting experiences. A priority of the setting is to help children become independent. For example, children enjoy learning to pour water from jugs. They delight in trying on different clothes to dress up in, and practise skills such as fastening buttons and putting on shoes. They develop confidence in managing their own needs.

Staff support children's emotional well-being. They create a warm and welcoming environment. Children often seek hugs from staff and excitedly share their thoughts and feelings. Staff are kind and caring, and act as excellent role models for children. They are consistent and fair with how they apply rules and boundaries. As a result, children behave well. For example, they independently sweep up the sand in the playground without being asked and tidy up after themselves.

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

- The setting develops mathematical skills through practical activities. For example, children count how many are present for snack time, fostering early counting skills. Games using dice with numbers and dots encourage number recognition, counting, and early calculation skills in a fun and engaging way. These activities promote confidence and enthusiasm for mathematics in everyday routines.
- Staff encourage children to explore new ideas through engaging, hands-on experiences. For example, children enjoy investigating magnetic and non-magnetic objects. Staff use thoughtful questions and praise to sustain children's interest. This helps children develop a deeper understanding of key concepts. However, group activities are less well structured, and not all children remain focused, particularly in larger groups where there are interruptions.
- The setting effectively supports children with special educational needs and/or disabilities (SEND) through personalised approaches that cater to each child's unique needs. Staff take time to understand individual requirements, providing tailored support such as speech exercises and targeted interventions. This inclusive approach ensures that all children are supported to reach their full potential, building confidence and skills across all areas of development.

- Children are encouraged to maintain healthy habits. They enjoy a healthy range of fruits during snack time. Staff discuss the importance of brushing teeth, and a dentist has been invited to the setting. Children are reminded to wash their hands before eating. However, staff do not always prompt them to wash their hands after wiping their noses, and do not always wash their own hands afterwards.
- Staff create a supportive and respectful environment by using positive language. For instance, children repeat phrases like "we are brave, kind, and special," which boosts their confidence and self-esteem. As a result, children feel valued, supported, and develop resilience.
- Children delight in developing their physical abilities. They enjoy filling buckets with soil, using pipettes to transfer water, and balancing on beams. These activities develop dexterity and improve coordination and strength through movement. As a result, children gain confidence in their physical skills.
- Leaders send weekly emails that outline what children will be learning and how parents can support this at home. Parents speak highly of the dedicated team, who provide valuable guidance and support to families. Leaders also organise workshops, such as a recent session on emotional regulation. This approach ensures parents feel informed, supported, and actively involved in their children's development.
- The setting broadens children's understanding of the world through diverse experiences. Leaders organise visits from female police officers to challenge stereotypes. They celebrate festivals such as Holi, which helps children learn about different customs and cultures. Children also share their opinions through surveys and voting, fostering decision-making skills and an understanding of democracy. This prepares children for life in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- review the structure and delivery of group activities to ensure all children remain engaged and can actively participate in meaningful learning experiences
- reinforce procedures to ensure that children and staff consistently wash their hands after wiping children's noses to prevent the spread of infection.

Setting details

Unique reference number	508662
Local authority	Wandsworth
Inspection number	10380413
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	50
Number of children on roll	54
Name of registered person	Collins, Clare
Registered person unique reference number	RP512703
Telephone number	020 8944 8584 or 07759 852 454
Date of previous inspection	7 June 2019

Information about this early years setting

Wimbledon Park Montessori registered in 1991 and is situated in Southfields, in the London Borough of Wandsworth. The setting opens from 9am to 4.15pm, on weekdays during term time. There are nine members of staff. Eight staff, including the manager, hold qualifications at level 2 or higher. Three staff hold a level 6 qualification. The setting follows the Montessori philosophy of education. The setting provides government funded early years education for all eligible children.

Information about this inspection

Inspector

Jenny Selvakumaran

Inspection activities

- The deputy manager and the inspector completed a learning walk together of all areas of the setting and discussed the early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The deputy manager and the inspector carried out three joint observations.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between staff and children.

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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