

# Neasden Montessori School

St. Catherines Church Hall, Dudden Hill Lane, LONDON, NW2 7RX

<b>Inspection date</b>	05/06/2013
Previous inspection date	24/06/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
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## The quality and standards of the early years provision

### This provision is inadequate

- Although the provision has appropriate safeguarding procedures and policies to promote children's health and safety, staff are not clear about when to implement these and, consequently, safeguarding systems are inadequate.
- The provider is not clear of her duty to notify Ofsted and statutory agencies of significant events that may impact on the care provided for children. The provider has already received a written warning regarding this matter and continues to breach specific legal requirements.
- Systems to inform parents of significant behaviour incidents that have involved their children during the day are not effective.
- Some parents do not know who their child's key person is. Consequently, partnerships for all parents are not secure.
- Monitoring of children's progress is not robust enough to make sure that planned activities and experiences help every child to make good progress in their learning and development.

### It has the following strengths

- Children benefit from many positive play experiences which help them to enjoy and achieve satisfactory skills to support their next stages in learning.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed children's play and staff interaction both inside and outside in the garden area.
- The inspector and manager of the provision undertook a joint observation of an adult-led activity.
- The inspector talked with staff and held discussions with the manager and deputy of the nursery.
- The inspector examined documentation including a representative sample of children's records, policies and procedures and staff suitability records.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

## Inspector

Siobhan O'Callaghan

## **Full Report**

### **Information about the setting**

Neasden Montessori School opened in 1985 and is a privately run provision. The provision operates from a church hall in Neasden in the London Borough of Brent. Children have access to a large hall which has direct access to a secure outside play area. The provision serves the local and wider community and is open Monday to Friday from 9am until 3pm term time only.

The provision is registered on the Early Years Register and provides funded early education for three- and four-year-olds. There are currently 76 children aged from two years to under five years on roll. The nursery currently supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. There are six members of permanent staff working with the children. The manager has a Montessori Diploma and the majority of all other staff hold early years qualifications.

### **What the setting needs to do to improve further**

**The provision is inadequate and Ofsted intends to take the following enforcement action:**

We will issue a Welfare Requirements Notice requiring the provider to:

- ensure agencies with statutory responsibilities are notified without delay of any allegations of abuse made against a member of staff
- ensure that policies and procedures to safeguard children in the event of an allegation being made against a member of staff are effectively followed
- ensure that Ofsted is informed of any allegations of serious harm or abuse by any person looking after children and any action taken in respect of the allegation. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that a record is kept of any physical intervention that is used by staff, and parents and/or carers are informed on the same day, or as soon as reasonably practical
- strengthen the key person system to promote better monitoring of children's learning and to ensure that all parents are aware of who their child's key person is so that they can develop secure partnership working
- make sure that staff understand their responsibilities to implement the policies and procedures devised to safeguard children's health and safety.

**Inspection judgements**

**How well the early years provision meets the needs of the range of children who attend**

Children access an appropriate range of activities and experiences which support them to develop skills across the seven areas of learning. Planning and assessment systems encompass both the Montessori philosophy and the learning and development requirements of the Early Years Foundation Stage. Staff are developing their assessments to get parents more involved in contributing towards their children's ongoing learning. However, these initiatives are in their early stages of development; consequently, some parents are not engaged fully in this way. Discussions with parents demonstrate that they

would like more opportunities to be involved and to communicate with staff on a more regular basis. Not all parents are aware of who their child's key person is. Consequently, staff may rely mostly on the initial information gathered from parents when children first start and not always find out information that will help them further in their planning for children's learning. The information parents gain about their children's learning is in some cases only basic. Staff have successfully implemented the two-year-old progress check and are sharing their summaries with the parents. However, parents' comments are not included within the summary, although staff are in the process of gathering this information.

Staff demonstrate a sound knowledge and understanding of how to promote children's learning through play and through prescribed Montessori activities. For example, older children are supported to develop the skills required for early reading as they engage in adult-led literacy games. They are able to read three-letter words and match these appropriately to the pictures they represent. They demonstrate a positive approach to their learning; for example, when they are given the option of continuing or leaving an extended activity until later, they opt to continue. Staff consistently praise the children's achievements which is also a key factor in them wanting to continue with their learning. There is evidence that older children can write their names independently while younger children have ample opportunities to practise their early writing skills. Consequently, children are developing competent literacy skills to support their move to school.

Children, on the whole, are happy and settled as they access their environment independently. They enjoy some opportunities to freely choose whether to play in the indoor or outdoor environments. Children are supported to make their own choices and to respect the choices of others as they engage in Montessori activities. For example, even the youngest children are able to choose an activity, complete this, and then return the resources back to where they belong. Staff are on hand to support children and to also remind children that they must allow their peers space to complete the activity they have chosen. Children happily share popular resources, such as the swing in the garden, as they wait patiently for their turn. It is evident that children are developing sound physical skills as they use a variety of resources appropriately. They manoeuvre bikes and cars safely around the garden and climb the tall steps on the slide with increasing control and balance.

Children happily engage in singing sessions where staff use these opportunities to develop children's counting and problem solving skills. For example, children are able to sing number songs and are supported to understand what happens when one is taken away from five. Children play purposefully within their role play area which is supported by staff. They enjoy learning new vocabulary as staff introduce words such as 'stethoscope', 'prescription' and 'temperature' as they play in their pretend doctors' surgery. These positive interventions support the development of children's communication and language skills. Children who speak English as an additional language are making positive progress in the development of their English speaking skills. Discussions with their parents demonstrate that they are happy with their progress in this area. Staff initiate partnership working with parents and outside professionals to support children with special educational needs and/or disabilities. They seek extra help, as required, to promote children's care and learning. This also helps to ensure a consistent approach towards the

needs of these particular children.

Overall, the provision provides many positive experiences for children to help them to develop skills to support their next steps in learning. Some parents are very happy with the communication they receive about their children's progress and say that they feel involved. However, practices are not consistent for all parents and their children. At present only three out of the six staff take on the role of being a key person, this means those staff responsible for key children have approximately 25 children each. This is a considerable number of children to nurture and, therefore, consistency in monitoring children's learning is not robust. This also affects the quality and regularity of communication with parents.

### **The contribution of the early years provision to the well-being of children**

Children are very busy and, on the whole, demonstrate that they feel secure and settled within their environment. They approach adults for comfort or reassurance when they have had an upset or a small fall. Staff support children's care needs as they take the youngest children to the cloakroom facilities and assist them with washing their hands and change younger children's nappies. There is evidence that staff do gather information about the children's individual needs prior to them starting within the provision. However, this positive practice is not followed though to ensure that all parents have a secure link to continue working in partnership. The key person system is not well embedded to meet the needs of all families, therefore, some parents feel less informed and involved in their children's ongoing care and learning.

Staff promote children's understanding of safe practices as they discuss with them the dangers of running inside and making sure that they take care when climbing the high slide. Children's knowledge of safe practices is also promoted through the regular emergency evacuation drills where they learn why it is important to get out quickly and safely in the event of a fire or other emergency situation. However, staff knowledge of promoting all aspects of children's welfare is not robust. Staff do not follow through safeguarding children procedures effectively which in turn compromises children's safety. Staff are positive behaviour role models to children and, in general, children demonstrate cooperative and respectful behaviour. However, there are poor systems in place to ensure that parents are notified of significant behaviour incidents that occur during the day. Consequently, parents are not informed of upsetting circumstances unless their child is able to communicate this effectively to them.

Children bring packed lunches from home. The setting has a policy that states staff will encourage parents to include healthy food options and advise parents that the provision has a no nut policy; however, children were observed eating peanut butter sandwiches. There was no detrimental impact on the health of the children in attendance as none of the children have an allergy to peanuts. However, this is further evidence that staff do not effectively follow their own policies and procedures to safeguard children's welfare.

Children learn basic personal hygiene practices as they know why they must wash their hands before eating and after using the bathroom. They are proactive in putting on their sunhats when they go outside to play as staff remind them of the dangers of the sun.

Children independently access an appropriate range of resources which are all easily accessible. They enjoy opportunities to use the outside play space and to move freely between the two areas during designated periods of the day. This helps to ensure that children have daily opportunities to get fresh air and take exercise to support their health. The provision has established satisfactory transfer arrangements with the schools that older children move on to. This helps to reassure children about the move and works particularly well to support children with additional needs.

### **The effectiveness of the leadership and management of the early years provision**

The registered provider is failing to safeguard children's welfare. She is in breach of a number of specific legal requirements in relation to the provision's registration on the Early Years Register. The inspection was brought forward following safeguarding concerns raised by a parent previously. Ofsted looked into these concerns and issued a warning letter to the provider in October 2012, requesting that they ensure agencies, with statutory responsibilities, are notified without delay of any allegations of abuse made against a member of staff. Ofsted was satisfied with the provider's response at this time. However, during this inspection it was discovered that a further allegation was made in April of this year and the provider, who is also the designated lead for safeguarding, failed to follow reporting procedures again. This lack of appropriate action demonstrates a lack of clear knowledge and understanding of her role and a failure to safeguard children's welfare. She has not attended child protection training since November 2009. The provider continues to be in breach of this requirement which has significant consequences on the overall outcome of this inspection. The provider has also failed to implement an effective procedure to keep parents abreast of significant behavioural events that have happened during the day, as legally required.

The provider shows some commitment to improvement by working in partnership with the local authority to make improvements to the provision. She has supported some staff to develop their skills; for example, two staff are currently due to complete their National Vocational Qualification at level 3 in Children's Care, Learning and Development. The provider has ensured that she has ample staff, with up-to-date first aid training, working with children and designated staff have attended appropriate special educational needs training. This helps to promote continuity of care and learning for children with additional needs as the development of partnerships with professionals involved in their care are well established. However, current self-evaluation and reflective practice is not effective in ensuring all legal requirements are met.

Staff demonstrate a satisfactory knowledge and understanding of the learning and

development requirements of the Statutory framework for the Early Years Foundation Stage. All staff have attended relevant training and they are encompassing all seven areas of learning within their planning and assessment processes. However, the insufficient focus on ensuring that the key person system is fully embedded has a negative impact on the overall effectiveness of monitoring the progress of all children and of the involvement of their parents. Therefore, secure partnership working is not fully ingrained across the provision to promote a steadfast approach towards quality practices.



## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	137827
<b>Local authority</b>	Brent
<b>Inspection number</b>	893227
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	35
<b>Number of children on roll</b>	76
<b>Name of provider</b>	Firstpride Limited t/a Neasden Montessori School
<b>Date of previous inspection</b>	24/06/2011
<b>Telephone number</b>	020 8208 1631

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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