

Acorn Montessori Nursery

St. Georges Church, 98 Pinner View, HARROW, Middlesex, HA1 4RJ

Inspection date

Previous inspection date

14/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Staff provide a broad range of interesting and well-planned activities. This enables children to make good progress.
- There are good systems in place to track children's progress and to share this with parents, so they are involved in their child's learning.
- Staff are deployed effectively to make sure children are safe and well supported as they learn through play.

It is not yet outstanding because

- Staff do not consistently reinforce the nursery boundaries about how many children can be at certain activities. Consequently, at times, children find it harder to take turns.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector held a meeting with the manager.
- The inspector sampled a range of documentation.
- The inspector held discussions with staff.
- The inspector conducted a joint observation with the manager.
- The inspector observed practice throughout the setting.

Inspector

Stephanie Huseyin

Full report

Information about the setting

Acorn Montessori Nursery registered in 2013. It operates from a purpose-built building in the London Borough of Harrow. There is an outdoor play area. The nursery is open from Monday to Friday from 8am to 6pm, 47 weeks of the year. Children may attend a morning session, afternoon session or a full day. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are six members of staff, all of whom hold relevant childcare qualifications, with one staff member qualified to Early Years Professional Status (EYPS).

What the setting needs to do to improve further

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

- enable children to understand and consistently follow the nursery boundaries to help them learn to take turns and play cooperatively together.

Inspection judgements

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

Children's early communication skills are developing well. Staff use books and stories to extend many areas of learning. For example, they use familiar stories to help children's understanding and enable them to use their imagination. Through their participation in small and large group work, children begin to share their interests with others. Children are learning to listen and concentrate when they participate in these group activities. Staff use open questions and this provides opportunities for the children to think and put their thoughts into words.

Staff enable children to consolidate their learning through well-managed activities. Staff make effective use of the children's ideas and activities to extend their learning and engage them fully in activities that are of interest to them. For example, with staff support, children make skeleton outfits for themselves helping them to discover an awareness of their bodies. Children play outdoors daily with a wide range of resources, including water play and creative materials. Staff use these activities to support the learning of children who learn best outdoors. For example, children are encouraged to count how many cars are in the water to promote their mathematical development. Staff enable children to solve problems for themselves, as they pour water into big and small containers. However, children are not consistently encouraged to follow the nursery boundaries that limit the number of children at some activities. Consequently, too many children crowd around the water tray and they find it harder to take turns and share.

Staff provide a good range of equipment and activities to promote children's physical

development. Children ride a range of toys with wheels and run freely. Staff enable children to set their own challenges and build their stamina. Children are developing an awareness of how to assess risks. They are gaining the confidence to take some considered risks in this safe environment as they ride bikes and trikes.

Staff plan children's activities well. For example, they provide a wide range of resources to support their creative development, such as scissors and glue. Children practise how to use tools safely in different circumstances and this enhances their co-ordination and control. They develop this further by making marks on paper to develop their early writing skills. Staff provide many activities that encourage children's awareness of expressive arts and design, including music and role play. Children are enthusiastic and eager to learn and develop a positive attitude to learning. This prepares them well for their eventual move to school.

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

The key-person system is a strong feature of the nursery. It provides a focal point for children and parents from the start. Additionally, it reassures parents that staff are interested in their children and that they understand each child's individual needs. For example, staff learn familiar words in children's home language and use illustrations and pictures. This helps children to build their language and communication, particularly when they are learning English as an additional language. Staff use online systems to record observations of children's routines and progress. Parents have secure access to their own child's records so they are fully aware of their child's development. Staff have close working relationships with parents. This is reassuring for children and parents and helps to ease children's separation at the start.

Children show that they feel safe and secure in the nursery as they laugh happily and engage freely in play with their friends and staff. Staff build children's confidence to explore and experiment through play. This satisfies children's natural impulse to learn through first-hand experiences. Staff's careful planning for each child promotes equality well. For example, staff identify the starting point for every child and use the information to develop learning opportunities that are of interest to each child. This enables staff to provide children with appropriate challenges to make progress in their learning at a good rate. Children are learning to have high expectations of their abilities and to develop a 'can do' attitude. This helps them to develop and sustain positive attitudes towards learning now and in readiness for school.

Staff are mindful of children's cultural backgrounds and are sensitive to meeting their personal needs. Staff ensure that all children see themselves reflected positively in the nursery. This helps children to feel that they belong and to realise that their contributions are valued. Children are learning to take some responsibility for tasks that are within their capabilities, such as helping themselves to drinking water when they need it. Staff encourage children to develop a good understanding of different aspects of healthy lifestyles. Children are learning to make healthy choices about their snacks and eat a variety of fresh fruits. Staff encourage children's involvement in food preparation to extend

their interest and learning in this area. Posters and pictures, including their artwork provides useful information for the children about healthy lifestyles. Children are encouraged to try new tastes to develop a better understanding of their likes and dislikes.

Children play energetically outdoors each day and learn what their bodies can do. This increases their understanding of the importance of physical activities to support healthy lifestyles. Overall, children know the expectations for them to behave and play well together. Children's good behaviour contributes to an inclusive environment in the nursery. Overall, the learning environment is rich and welcoming for children and this clearly demonstrates the provider's good understanding of how children learn. Children are learning to engage themselves purposefully and make meaningful choices about how to use their time.

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

The leadership team work effectively and achieve the efficient management of the nursery, where children make good progress in all areas of their learning. The manager and staff are knowledgeable about the learning and development requirements of the Early Years Foundation Stage and promote the Montessori approach to help children learn in their early years. Management and staff work well together and provide good support to promote children's learning.

Effective systems for monitoring staff's practice ensure that there is continuous tracking and planning for the next steps for each child. This helps children to achieve at a good or better pace in line with their expected stage of development.

The leadership team and staff fully understand their responsibility for safeguarding and they take a systematic approach to managing these areas of practice. The manager, who is the designated child protection officer, has good understanding of child protection matters. The recruitment procedure is sound and it includes all elements, such as vetting and induction for all staff. Staff know what to do if concerns arise about children's well-being, because there are clear processes for the management of safeguarding matters. These include staff training, communication with parents, the local authority and Ofsted. Staff make good use of risk assessments to identify and minimise risks to the children, indoors and outside. The nursery's policies and procedures are known and implemented by all staff and shared effectively with parents. This all ensures that staff are clear about their roles and responsibilities in the nursery.

The manager understands the reasons for working in partnership with parents and others involved in children's development. Parents praise staff for the good quality learning experiences that they provide for their children. They state that children's communication and confidence have soared since they have started in the nursery. They feel that these achievements will help their children, particularly as many will soon make the move to full-time education.

The leadership team continuously and successfully evaluates practice in the nursery. This enables them to review practice often and prioritise areas for improvement. The leadership team is also working closely with the local authority's early years development workers. Although the nursery has only recently opened, the leadership team has laid a strong foundation on which to build good practice in all aspects of the provision for the children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

Unique reference number	EY470929
Local authority	Harrow
Inspection number	941212
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	32
Name of provider	Rupa Pathak
Date of previous inspection	not applicable
Telephone number	07791767819

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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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