

# Tara House Montessori Nursery School

Wilson Walk, Stamford Brook, London, W4 1TP

<b>Inspection date</b>	20/05/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Successful partnerships with parents mean that there is a unified approach to help children receive all the support they need. Therefore, children make good progress in their learning, based on their starting points.
- The manager and her team are highly motivated and show strong commitment to continuous self-evaluation. As a result, they offer good quality provision that helps children learn and achieve.
- Children show high levels of self-control and involvement during activities and consistently develop independence and self-help skills. This prepares them well for going to school.
- Assessment and planning systems are thorough and very effective in helping the staff identify needs and address them well. Therefore, children's individual and additional needs are met consistently and gaps are closing.

### It is not yet outstanding because

- Overall, staff offer good quality provision. However, the current organisation of the outdoor environment is less stimulating than indoors because staff do not always maximise access to available resources, to further extend children's 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 had a tour of the premises with the manager.
- The inspector took account of the views of the parents.
- The inspector carried out a joint observation with the manager.
- The inspector observed children's play inside and outside.
- The inspector sampled children's learning journeys and discussed the nursery's development plans with the management team.

## Inspector

Carolina Montesinos

## Full report

### Information about the setting

Tara House Montessori Nursery School is an established nursery that re-registered in 2013. It operates from a scout hall close to Stamford Brook underground station, in the London Borough of Hounslow. The nursery uses a hall with two small, adjacent rooms, with separate kitchen, toilet and nappy changing facilities. There is an enclosed garden for outdoor play. This provision is registered on the Early Years Register and there are currently 83 children on roll in the early years age range. The nursery receives funding for children aged two, three and four years. The nursery operates in term time from 9.00am to 12.30pm and from 1pm to 4.15pm, although children can stay the full day. A holiday scheme operates from 9.00am to 12.30pm for three weeks in the summer. The nursery employs nine staff including the manager and a secretary. All staff working with the children have an early years qualification and the manager holds Early Years Professional Status. The nursery offers a curriculum that reflects the Montessori approach to education and learning. It supports children with special educational needs and/or disabilities and children learning English as an additional language.

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

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

- maximise access to the range of resources available outside, to extend children's learning further.

### Inspection judgements

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

Staff have a very good knowledge and understanding of the Early Years Foundation Stage and, as a result, children are effectively supported in their learning and development. Children demonstrate high levels of motivation for learning as they confidently choose their activities and sometimes organise their own play in small groups. For example, some children choose to quietly sit down and look at books in the book area and others play imaginatively together with the small world dolls. This shows that staff's practice is strong in helping children become active learners.

The observation, assessment and planning systems are thorough, effectively in place and cover all seven areas of learning. Overall, activities and resources have depth and breadth, and are challenging and interesting inside and outdoors. However, the current organisation of the outdoor environment is less stimulating than indoors because staff do not always maximise access to available resources, to further extend children's learning while playing outside. Nonetheless, all practitioners have high expectations of all the children and are very committed and focused on supporting children to achieve.

Consequently, children are happy, settled, enjoy learning and make good progress given their starting points and capabilities.

Staff promote and model children's communication and language skills very well. Children listen attentively to a popular story and enthusiastically join in with well-known phrases. Staff are skilful at preparing older children for school as they teach them literacy skills such as linking sounds to letters through fun phonics activities. Younger children develop early writing and physical skills through activities requiring coordination, such as fastening buttons, colouring, cutting with scissors and using small tweezers to transport small objects. Furthermore, staff enhance children's thinking skills through group activities where children take turns to build a tower with cubes, starting from the biggest to the smallest. Staff support children to learn about the natural world and the world around them. Children learn to care for living things as they expand their knowledge of the animal kingdom. Children receive visits from the urban farm and look at reptiles. Outside children have begun to use their growing area to sow seeds and they observe changes in materials as they mix sand and water to make volcanoes. The quality of teaching is consistently good.

The partnership with parents is excellent and a particular strength of the nursery. Staff meet with parents before children start in the nursery to gain information from them about their children's care and learning needs, which they use as starting points for planning. This helps staff to effectively plan activities relevant to individual children's needs and interest. Additionally, staff successfully engage parents in extending children's learning at home. For example, as children learn about sea life, parents bring shells from their family holiday, to add to the resources children can explore. Staff also complete progress checks for two-year-old children and share these with parents as part of their assessment system. Therefore, there is a unified approach, which ensures children receive all the support they need to learn and achieve.

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

A well-developed key person system ensures children build secure emotional attachments and bonds with the staff who look after them. All staff have an in-depth knowledge of all the children they care for and show a genuine interest in the children and their families; consequently, children's emotional well-being is high. Staff provide a variety of ways to reassure parents when children first settle, which include sending pictures and messages from the children about their day at nursery. This also supports children's personal, social and emotional development and helps children effectively to manage change.

Children show high levels of self-control and involvement during activities, and consistently develop independence and self-help skills. This prepares them well for the next steps in their learning. The indoor environment is particularly well-defined in areas of learning, which include a Montessori practical life area. This means children have very easy access to these resources and learn to use the equipment appropriately. For example, young children carefully choose their next activity; they collect a tray with cups and spoons from the shelf, carefully take the tray to the nearest table, and practise scooping and pouring.

Once they finish playing, they put the resources back where they belong. This means children learn to be purposeful in play and to cooperate. They feel safe and are comfortable with the routines and boundaries. Additionally, children's artwork is exhibited, so they take pride in seeing their creations displayed. This promotes children's self-esteem and well-being. Therefore, children are happy and engaged, and the behaviour in the nursery is very good.

Staff promote healthy lifestyles well. They encourage and support children to wash their hands before eating and after using the toilet. Staff sit with children at mealtimes and promote good social skills and healthy practices. They offer balanced, healthy snacks, and milk or water to drink, and engage children in conversations about healthy food as they eat. Children access outdoor play in groups throughout the day, where they can practise their physical skills through accessing a large sand pit and large containers that they can access water from. They also learn how to negotiate space by manoeuvring wheeled vehicles and running. Staff provide additional yoga and karate sessions as part of their planning, which help children develop an understanding of the effect of movement and exercise on their bodies. Children are kept safe as staff supervise them at all times. Ratios are met at all times. Robust risk assessments ensure children are kept safe and protected from potential harm while their care needs are being met. Very clear fire procedures and fire drills ensure children know what to do in the event of an emergency situation. Children learn about keeping safe as staff show children how to use scissors in a safe way so they do not hurt themselves or others. Furthermore, staff involve children in the risk assessments of the environment by using picture cards. Consequently, children are kept very safe and secure, and grow in their awareness of safety.

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

The manager and her team are passionate about their roles. Their enthusiasm is equally matched by their professionalism and determination to ensure children achieve the very best in their time at the nursery. The manager values her team and ensures they feel appreciated. The leadership team has high aspirations for quality and the ongoing development of the nursery, and as a result, staff are motivated and their morale is high. The management team has a clear understanding of its responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. Observation, assessment and planning documentation is monitored to make sure it is consistent, accurate and displays a good understanding of all children's skills, abilities and progress. Staff have a good understanding of how young children learn and develop. This results in worthwhile activities and experiences, which captivate children and stimulate their interest. The strong early intervention systems successfully support children with additional needs. Staff are confident in seeking support from other professionals where needed. As a result, they closely target their planning to meet individual needs and therefore, educational gaps are closing.

The manager supports staff development and has a hands-on approach in her practice; therefore, she can monitor the practice closely and is able to provide accurate feedback to

staff. Weekly staff meetings give staff the opportunity to share knowledge and learn from each other, which ultimately enhances the quality of teaching and learning. Self-reflective practice has become embedded within the nursery's practice. Through this process, strengths and weaknesses are clearly identified and action plans are regularly updated to secure continuous improvement. For example, the manager has registered the nursery to gain accreditation on Forest School and healthy eating programmes. The nursery environment is currently undergoing further developments to make improvements to the already stimulating learning environment.

The manager has a thorough understanding of the safeguarding and welfare requirements. Robust systems practised by attentive staff ensure that the children are well safeguarded in the nursery. There are effective systems in place to ensure the safety of the children. The recruitment, induction and supervision processes rigorously assess the ongoing suitability of the staff team. All staff have completed thorough background checks. This ensures that staff are suitable to work with children. All staff hold appropriate qualifications and have a clear understanding of their roles and responsibilities. Consequently, children are kept safe. Children's welfare and well-being are well promoted because staff receive regular training on safeguarding and are knowledgeable of the procedure to follow in the event of a concern about a child. Robust policies and procedures are implemented consistently, to ensure all concerns are prioritised and dealt with effectively. Robust risk assessments and thorough daily checks of the indoor and outdoor environments ensure that the nursery is safe for the children who attend. Therefore, children's welfare is effectively promoted in this nursery.

The nursery effectively demonstrates a two-way partnership with parents, in order to maintain high standards of care and learning through listening to their views. Parents' views are sought and readily responded to. For example, staff contact parents with information about the nursery via an email system. As a result, parents feel valued and listened to. The manager and staff work very well with other professionals, such as health visitors and speech therapists. Support is also received from the local authority, which shows the nursery's commitment to working in partnership to further the quality of practice. Additionally, there are strong partnerships with local schools. The manager attends school open evenings and organises visits from reception teachers as part of supporting children going to school. This ensures children are prepared for their next steps in learning.

## 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

<b>Unique reference number</b>	EY462811
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	922555
<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>	44
<b>Number of children on roll</b>	83
<b>Name of provider</b>	Tara House (Montessori) Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07721679049

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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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