

Neasden Montessori School

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

Inspection date	20/05/2014
Previous inspection date	05/06/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- There are good relationships with parents. Key persons encourage parents to share information about their children's learning and development at home to support their progress when at the setting.
- There are secure systems in place to support children's language and literacy skills. Consequently children are making good progress in the skills they will need when they go onto school.

It is not yet good because

- The provider's safeguarding policy does not cover the use of cameras in the setting to ensure children's safety.
- Planning for some children is not precisely focused on meeting their individual learning needs because key persons do not record when and to what extent children are achieving their individual learning goals.
- Staff do not always talk and interact with children during lunch time activities.

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 and staff interactions with them in the inside and out side areas.
- The inspector held a joint observation with the provider.
- The inspector spoke to children, staff and parents.
- The inspector reviewed a range of relevant documents including children's learning records, safeguarding policies and staff vetting checks.
- The inspector held meetings with the provider and manager.

Inspector

Naomi Hillman

Full report

Information about the setting

Neasden Montessori School opened in 1985 and is a privately run nursery, registered on the Early Years Register. The nursery 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 nursery serves the local and wider community and is open Monday to Friday from 9am until 3pm during term time only. Children attend a variety of sessions and bring a packed lunch if they stay for the full day. The nursery is in receipt of funding for free early education for children aged three and four-years-old. The nursery supports children learning English as an additional language and children who have special educational needs and/or disabilities. There are currently 63 children aged from two years to under five years on roll. The nursery follows the Montessori teaching methods. There are six members of staff working with the children. The manager has a Montessori Diploma and of the other staff, all but one, hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- ensure the safeguarding policy and procedures cover the use of cameras in the setting.
- improve support for all children with individual education plans, to work towards their learning targets.

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

- review the deployment of staff during lunchtime, with regards to optimising opportunities for staff to talk to and interact with children.

Inspection judgements

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

Children are welcomed by staff as they arrive at the setting. Children are able to choose from an interesting range of suitable resources that cover the seven areas of learning.. The nursery follows the Montessori teaching methods and this supports children's progress overall in meeting the learning and development requirements of the Early Years Foundation Stage. There is a suitable mixture of adult-led and child-initiated activities. The nursery is open-plan and children move around freely throughout most of the day. Staff work with individual children, demonstrating how to use the Montessori equipment, to

help them to get the most from equipment. Children then go on to use these resources independently showing high levels of concentration and motivation as they engage in their learning. Staff demonstrate a secure understanding of how to promote the learning and development of young children. Children are given time to concentrate and focus as they play. This is because staff understand the importance of not stepping in to help too quickly, therefore they give children time to think through and attempt challenges for themselves. Staff also use open questions such as 'What shall we do next?' and 'How will we fix it?' They help children think through how to solve problems and support them to develop the characteristics of effective learners. The quality of teaching is sound and as a result most children are generally working comfortably within the typical range of development expected for their age. Children are supported in the acquisition of physical, personal, social and emotional development skills. Staff effectively use the Montessori teaching methods to help children develop their communication and language skills. They are able to demonstrate that children who come into the setting with English as an additional language are making good progress and developing the key skills they will need for school. Staff have high expectations of children, and key persons work in partnership with parents to carry out observations of children, both in the nursery, and by asking parents about their children's progress at home. Key persons use these observations to plan activities to support the next stages of children's learning. Regular assessment of children in the seven areas of learning and development means staff have a clear picture overall of how children are developing. This is shared with parents to support children's learning and development both at home and in the setting. However, there are some inconsistencies in supporting children with special educational needs and/or disabilities, as observations and planning are not securely focused on meeting their individual learning needs. The key-person system has been reviewed since the last inspection and a sound system now supports staff's engagement with all parents. Parents have good opportunities to speak to their child's key person on a daily basis, and termly parent meetings provide more formal opportunities to share information about children's learning and development. Parents make regular observations of their children and these are used by staff to inform their planning for, and assessment of, children's development. This ensures that for most children strategies and intervention to support their individual needs are in place.

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

There is a sound key-person system in place. This means that children settle well and their parents feel confident to approach staff with any questions or concerns. Staff know their key children and are able to describe their characters and individual interests. As a result children of all ages are developing suitable emotional attachments that support their well-being and independence. Staff are suitable role models. There are warm relationships between adults and children. A sound behaviour policy is in place which staff understand and implement. All children behave appropriately for their age. They play well together and are learning to respect each other's differences. For the majority of the time staff are effectively deployed, engaging with children and ensuring their well-being. However, during lunch times the organisation of staff means that they are not effectively focused on meeting the needs of all children. As a result, there are missed opportunities to engage children who are eating their lunch or have just arrived for the afternoon session. The

environment is safe, welcoming and appropriately resourced, both inside and out, and supports children's all round development and well-being. All staff are able to demonstrate they know how to deal with safeguarding issues and take appropriate action to protect and support children in their care. Children's behaviour shows they feel safe in the setting. They are confident to approach adults to ask them for assistance or question them. The daily registers, safety checks and regular fire drills mean that children's safety and well-being are promoted. There is a healthy eating policy in place that has been shared with parents. Staff give clear messages to children about the importance of a healthy diet. They talk to children about how they will 'grow up to be healthy and be big and strong' if they eat fruit and vegetables. Children are encouraged to develop their physical skills as they climb and swing in the outdoor play area. Staff support children to develop independence. Children are able to help themselves to water throughout the day. They choose and return resources or toys to the place where they are stored. Children are competent at managing their self care needs and developing the self care skills they will need when they go to school. Staff support children who are going on to school through small group sessions. They share books about children's experiences of going to school and talk to children about their new school, and the daily routines of school life. There are secure systems in place to support children's emotional well-being as they move to school.

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

The leaders and managers have suitable systems in place to monitor the delivery of education programmes. The provider works in the nursery alongside staff and ensures children have a broad range of experiences that help them make progress towards the early learning goals. This is a result of her good understanding of the areas of learning and how children learn. The provider and manager have put in place tracking to provide a clear overview of how most children and groups of children are developing. She is beginning to use this information to put in place specific planning to meet the needs of individuals, or groups, of children. Arrangements for performance management are in place. The provider holds supervision sessions and annual appraisals with all staff. This ensures she is able to address any issues and helps enhance staff practice. During this process staff identify their strengths and weaknesses and managers target training to improve staff performance, that in turn supports children's progress. Recruitment and vetting processes are thorough and comply with the statutory requirements. All staff have attended safeguarding training. They have a secure understanding overall of the policies, and demonstrate a good understanding of the procedures to follow to keep children safe. The safeguarding and welfare requirements are generally well understood by the provider. She has a satisfactory safeguarding policy in place which explains the action to be taken in the event of concerns about a child. However, the safeguarding policy does not cover the use of cameras in the setting. While this does not have a significant impact on children's safety and well-being it is a breach of statutory requirements in line with current guidelines on non use of cameras in childcare settings. The provider and manager have worked in partnership with the advisory teacher and other professionals from the local authority to put in place the actions and requirements from the last inspection. These have been effectively implemented and established into current practice. The provider

aspires to improve, and her actions to overcome weakness are successful. For example, the nursery team are working towards a Healthy Early Years setting award. All staff have attended training and the provider has held workshops for parents. The provider and manager have good partnerships with parents. They use a variety of methods to communicate and share information with parents. As a result parents contribute to their child's learning and feel fully informed about their child's progress. Partnerships with outside agencies are in place to identify and meet children's needs so that children who need it receive appropriate interventions and support.

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	137827
Local authority	Brent
Inspection number	963049
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	37
Number of children on roll	76
Name of provider	Firstpride Limited t/a Neasden Montessori School
Date of previous inspection	05/06/2013
Telephone number	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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