

Harmony Montessori Nursery

FIRST RAYNERS LANE SCOUT GROUP, Trescoe Gardens, Harrow, HA2 9TB

Inspection date

Previous inspection date

04/08/2014

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 exciting and challenging learning opportunities that cover all areas of learning. This helps children to make good progress.
- Parents are kept well informed of their children's progress through daily feedback from key persons and weekly emails.
- A targeted programme of professional development ensures staff are continually improving their knowledge and practice.
- Children are emotionally well prepared for the next stage of their learning because staff provide good support to prepare them for their move to school.

It is not yet outstanding because

- Occasionally the organisation of activities means that children have to wait for a long time to join in.
- Although children have some opportunities to learn about similarities and differences between people through celebrating different festivals, resources generally do not reflect the multicultural diversity of the nursery.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities inside and outside.
- The inspector talked to parents, staff and children at appropriate times during the inspection.
- The inspector met with the registered person, who is also the manager, and the deputy manager.
- The inspector sampled some policies.

Inspector

Louise Bland

Full report

Information about the setting

Harmony Montessori Nursery registered in 2014. It is one of two nurseries owned by Marwaha Enterprises UK Limited. The nursery operates from a scout hut in Rayners Lane, in the London Borough of Harrow. It is open from 7.30am until 6.30pm every weekday, except for bank holidays and one week at Christmas. The nursery operates from two rooms, with one assigned to children aged under two. All children share access to enclosed outdoor play areas. The nursery employs six members of staff, all of whom hold childcare qualifications. There are currently 12 children on roll. The nursery follows the Montessori method of teaching. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- review the organisation of some activities, so that children do not have to wait for long periods to participate in them.
- develop a range of resources to reflect the multicultural diversity of the nursery.

Inspection judgements

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

Staff provide exciting and challenging learning opportunities to enable children to experience and make good progress across all seven areas of learning. For example, children regularly visit the local park and wooded area to investigate living things with magnifying glasses. Children gain experience in developing their physical skills as they climb, run, throw, kick, push and pull while using the playground equipment. They self-register by taking their named photograph from the basket and putting it up on the board in the main room. Staff remove the photograph when children can recognise their name and this provides challenge in the early stages of reading.

The quality of teaching is good as staff skilfully extend children's learning; for example a recent fire evacuation practice inspired children to dress up as firefighters and use watering cans to put out the fire. Staff read the story of Fireman Sam, linking the experience to other areas of learning. Outside children learn to pour, empty and fill containers with water, helping to develop their understanding of the mathematical concepts of capacity and volume. During water play, children enjoy playing with boats; staff make good use of this opportunity to encourage them to count these. However, some children have to wait a long time to take part in this activity. When children find a

book about pirates, staff read this and sing a song about pirates, demonstrating their ability to adapt plans to follow children's interests, while still teaching communication and mathematical skills.

Staff assess children's progress every week and record photographs and video clips to show what children can do. Assessments are accurate and clearly show what each child needs to do next. This helps to ensure children make good progress. Parents receive assessments every week and are able to comment on their child's progress. The required progress check for two-year-olds is carried out by their key worker.

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

Staff and children demonstrate warm and secure attachments, which enable children to explore the resources and develop independence. Children know the routine and enjoy being independent. For example, some take their bowl to the hatch if they want more lunch; however, all children have a choice of more food as staff take the bowl to children who cannot yet manage for themselves. When children finish lunch, they put their cups and bowls in the bucket and wash their hands at the portable station. Children make their choice of resources for learning from well-placed trolleys or boxes. They are learning to manage their personal needs well.

Staff are good role models, teaching children to sit at the lunch table by sitting at the table with them to eat their own lunch. Behaviour is good as children are comfortable with the routine and feel secure and challenged by activities. Staff use praise and encouragement to promote positive behaviour. Children learn about similarities and differences between people through celebrating different festivals and learning to recognise different feelings. However, resources in other areas, such as role play, do not reflect the cultural diversity of the nursery.

Children are learning the importance of a healthy lifestyle. Drinking water is available on a table for children to help themselves to. Staff encourage children to drink water and talk to them about why they need this. Children eat a healthy meal, cooked on the premises by the cook who has a food and hygiene certificate, and have good opportunities to develop their physical skills outdoors.

Arrangements to prepare children for transitions to their next setting are good, making the process easier for children to cope with. Children develop writing and reading skills, according to their ability. School uniforms are available for children to dress up in during role play. Children become more independent by self-selecting activities, dressing or undressing, clearing away after lunch and pouring their own drinks. Photographs of the schools the children are going to help them become familiar with the building. Teachers visit children at the nursery and the key person visits the school with children if required. Arrangements for settling in to the nursery are also good. Information from parents informs staff about children's interests and needs, to ensure their individual needs are met. Children are welcome to bring in a comforter to help them feel secure and settled.

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

There are good systems in place to enhance staff's knowledge and skills. Each staff member has an individual training plan and the manager arranges group training. For example, all staff recently attended a paediatric first aid course. Training continues at monthly staff meetings and monthly supervision meetings. At staff meetings, staff discuss changes to the Early Years Foundation Stage and how these changes will affect practice. In addition, the manager monitors children's assessments every week and as result has identified staff training to enhance practice. Staff have a good understanding of the learning and development requirements. Consequently, children make good progress because of exciting learning experiences and accurate assessments.

Management and staff reflect on their practice, and the action plan shows a clear programme of development to benefit the children. For example, refurbishment of the toilets includes lowering a hand basin to make it accessible to younger children. There are plans to develop the small front garden to provide more opportunities for physical play, and to develop the back area into a forest school, to enhance opportunities for children to investigate living things.

Staff work hard to involve parents in the nursery. Parents have contributed to the menu and attend visits with their children. Staff are planning a coffee morning to encourage further involvement with the nursery and their children's learning. There is a suggestion box for parents and suggestions help inform the development plan. Staff support children with special educational needs through links with outside agencies, to ensure they make good progress.

Children are safe at the nursery because management fully understands and meets the safeguarding and welfare requirements of the Early Years Foundation Stage. Recruitment, supervision and training have a strong focus on child protection. During the induction programme, staff read and sign policies when they have read and understood them. All staff remain up to date with policies as their knowledge is tested and revised at staff meetings. Consequently, children are cared for in a consistent way. Risk assessments of all areas document potential hazards and measures in place to reduce the risk of injury. In addition, staff complete daily safety checks to ensure children's safety.

The Childcare Register

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

The requirements for the voluntary 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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 | | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | There were no children present at the time of the inspection. 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 | EY474317 |
| Local authority | Harrow |
| Inspection number | 955538 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 1 - 4 |
| Total number of places | 30 |
| Number of children on roll | 12 |
| Name of provider | Marwaha Enterprises UK Limited |
| Date of previous inspection | not applicable |
| Telephone number | 02088662046 |

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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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