

Stanmore Montessori

The Micklem Hall Church House, Old Church Lane, Stanmore, Middlesex, HA7 2QU



Inspection date

27 February 2015

Previous inspection date

8 June 2011

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|--|-------------------------|-----------------------------|----------|
| | Previous inspection: | Good | 2 |
| How well the early years provision meets the needs of the range of children who attend | | Requires improvement | 3 |
| The contribution of the early years provision to the well-being of children | | Requires improvement | 3 |
| The effectiveness of the leadership and management of the early years provision | | Requires improvement | 3 |
| The setting does not meet legal requirements for early years settings | | | |

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff are vigilant in their supervision, but do not offer clear and consistent messages to help children understand how to keep themselves safe.
- The quality of teaching is variable. Some whole-group activities leave children sitting for long periods of time without being involved in active, purposeful play. Some activities are very adult-directed and do not value children's own ideas.
- The monitoring of staff practice, and the delivery of educational programmes, is not robust enough to identify and address key weaknesses.
- Staff do not consistently encourage children to develop their independence.

It has the following strengths

- Children make good progress in communication, literacy, and mathematics.
- Staff encourage a close working relationship with the parents. They make good use of family skills to introduce children to different languages and cultures.
- Staff are sensitive to the needs of children with special educational needs and/or disabilities. They have high expectations for their development, working closely with parents and other professionals in order to narrow any gaps in learning.
- Staff have all attended training to recognise the signs, symptoms and indicators of abuse and know what action to take should the need arise.

What the setting needs to do to improve further

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

- offer children clear advice and guidance to help them learn how to keep themselves safe
- ensure arrangements to supervise and monitor staff are effective in raising the quality of teaching, to engage and motivate children in their learning
- improve the monitoring of the delivery of the educational programme to identify, and take prompt action to address, areas where improvement is needed.

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

- improve the support for children to develop independence in their self-care.

Inspection activities

- The inspector observed activities in the classroom and outdoor area. She talked with the staff and children.
- The inspector held discussions with the registered provider and the manager.
- The inspector looked at a sample of children's assessment records and checked evidence of the suitability and qualifications of staff working with children.
- The inspector and manager undertook a joint observation and discussed the management's self-evaluation.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Sheila Harrison

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Generally, staff have a sound understanding of how children learn and develop. Children react positively to staff's enthusiasm for mathematics. They eagerly find, and move to, numerals displayed on the floor. Older, more able children are encouraged to do simple addition to find the correct number. This helps them to enjoy mathematics and develop positive attitudes towards their learning. However, the quality of teaching is variable. This means that, at times, children's progress is slowed by a lack of challenge and support from staff. For example, some routine activities are less well planned as children are expected to sit for long periods of time in one large group. In addition, they are also required to reproduce the ideas of others. This does not fully value what children can do or encourage them to develop their own ideas. Staff and parents contribute to the learning journals, which give a full picture of children's interests in the nursery and at home.

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

Staff supervise children appropriately, for example, they are vigilant when visitors enter the areas where children are playing. However, they do not make any attempt to reassure children about the presence of strangers, or to ensure that visitors do not interact directly with the children. This does not support children to recognise the importance of being appropriately cautious around unfamiliar adults. In addition, some unsafe behaviour, such as walking while drinking from beakers, is not addressed. Staff greet children individually and encourage them to quickly become involved in their play. Parents report that they and their children are happy and have a very good rapport with the staff. Interesting activities, such as visits from wildlife experts with exotic animals, help children learn about the care of living things and address any fears. Staff use a visual timetable to help children make some choices in their play. Children are encouraged to put their own shoes and coats on before playing outside. However, staff tend to put on the children's aprons and pull up their sleeves before messy activities rather than encouraging them to do this themselves.

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

The provider and manager have a suitable recruitment system and vetting process, and all staff have enhanced Disclosure and Barring Service checks. In addition, staff are trained in child protection so they know how to identify and respond to concerns about any child's welfare. The monitoring of the quality of teaching is not fully effective. Some well-qualified staff have strong practice and a clear awareness of supporting children's different learning styles. However, overall, they do not receive enough support to implement their training and knowledge. The evaluation of staff practice is not strong enough to challenge the inconsistencies in the opportunities offered. This does not help all children make the best possible progress in their learning in preparation for school.

Setting details

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|------------------------------------|--------------------------|
| Unique reference number | EY283545 |
| Local authority | Harrow |
| Inspection number | 837469 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 26 |
| Number of children on roll | 34 |
| Name of provider | Caroline Victoria Monk |
| Date of previous inspection | 8 June 2011 |
| Telephone number | 0208 954 1617 |

Stanmore Montessori registered in 2004. It operates in Stanmore in the London Borough of Harrow. The nursery employs 10 members of childcare staff. Of these, one member of staff holds Qualified Teacher Status, and five hold relevant qualifications between level 2 and level 6. The setting is open from 9am to 2.45pm on Monday, Wednesday, Thursday and Friday, and 9am to 12.15pm on Tuesdays. The nursery receives funding to provide free early education for children aged two, three and four. The nursery school follows the Montessori educational ethos.

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