

Learning Tree Montessori Nursery School

309 Preston Road, Harrow, Middlesex, HA3 0QQ



Inspection date

Previous inspection date

2 July 2015

12 April 2011

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Good	4 2
How well the early years provision meets the needs of the range of children who attend		Inadequate	4
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision is inadequate

- Staff are not deployed effectively to meet children's individual needs. The quality of staff interaction with the children is at times poor. Children are not always helped to engage in activities or given appropriate reassurance during the session.
- Staff do not thoroughly assess the environment for potential risks. They identify some hazards, but others are overlooked. This compromises children's welfare and safety.
- Staff do not always use appropriate behaviour management techniques to help children learn how to behave. Staff tend to physically move children to where they want them to be, rather than talk to them about what is expected. As a result, children do not have an opportunity to learn behavioural expectations.
- Staff do not receive regular supervision to promote their continuous professional development, and to improve their practice and the quality of their teaching.
- The monitoring of staff practice and the delivery of the educational programmes are poor. Gaps in the educational programme and children's learning are not consistently identified. Therefore, staff do not plan and provide a wide range of experiences that meet children's learning needs and provide them with sufficient resources and experiences to challenge them.
- The provider does not monitor and evaluate the provision adequately to drive improvements. As a result, breaches in requirements and poor practice are not identified.

It has the following strengths

- Staff have positive relationships with parents. Parents comment that they are happy with the care and learning opportunities their children receive.

What the setting needs to do to improve further

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

- ensure staff manage children's behaviour appropriately and in a consistent manner that enables children to learn how to manage their feelings and actions
- improve the risk assessment process to ensure that all areas children come into contact with are thoroughly checked and action is promptly taken to minimise potential hazards
- ensure that staff deployment meets the individual needs of children
- ensure staff supervision and monitoring of practice are effectively used to raise the quality of teaching and improve the quality of learning and development experiences for children
- improve monitoring and assessment processes to accurately identify children's learning needs and use this information to plan activities that are sufficiently challenging and based on children's next steps for learning

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

- extend children's play opportunities by providing a good range of accessible play resources in all areas of the nursery school
- implement effective processes of self-evaluation to identify weaknesses in practice and implement targeted plans to tackle these and drive improvement in the quality of provision for children.

To meet the requirements of the Childcare Register the provider must:

- ensure that behaviour management techniques are consistently suitable (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure that behaviour management techniques are consistently suitable (voluntary part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register).

Inspection activities

- The inspector observed learning in three play areas inside, as well as the outside environment.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector looked at children's records, planning documentation and range of other documentation, including policies and procedures.
- The inspector spoke to staff and children at appropriate times, and held meetings with the nursery manager.
- The inspector tracked the progress of several children.

Inspector

Marisol Garn

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is inadequate

The quality of teaching and staff interaction with children has a detrimental impact on children's learning experiences. Staff do not always positively interact with the children and do not extend or challenge them in their learning. They do not know when to join in children's play and when to leave children to explore their own play ideas. The educational programme is not effectively monitored. The manager and staff do not ensure that all areas of learning are consistently covered. They fail to tailor activities and experiences to meet children's individual learning needs. Staff do not carry out sufficient observations and assessments to identify where children are in their learning. As a result, planned activities do not build on what children already know and can do, and help staff to target gaps in children's learning. This means that children make insufficient progress in their learning and are not developing all the skills needed to prepare them for the next stage in their learning, or school. Staff spend a lot of time telling children how to behave, for example, telling them they must sit crossed-legged on the floor to play. When children fail to conform to staff's behavioural expectations, staff handle children inappropriately and speak unfavourably. This affects children's self-esteem and reduces their motivation to learn. The learning environments are not always inspiring or set out in readiness for children. There are not always sufficient and suitable resources accessible for children to use, and this is particularly evident outdoors.

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

The key-person system helps staff to build relationships with children so that they feel secure and settled. Parents comment that they are content with the feedback they receive about their children's progress. Staff look for potential risks in the environment. However, staff do not identify all safety hazards, such as raised nails and loose fencing in the outdoor area. When risks were highlighted to the manager she attempted to fix these to make the area safe. Nonetheless, children's welfare and safety were compromised. Staff are not deployed effectively throughout the session. Although the staff to child ratios are met overall, staff do not organise themselves in a way that meets children's individual needs. There were insufficient staff in one room to meet the emotional needs of unsettled children and keep the other children engaged in play at the same time. Children generally behave well but staff have unrealistic expectations for children's behaviour given their age and level of understanding. Staff help children learn about healthy lifestyles. They offer children fruit for their snack, and children have regular fresh air and exercise.

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

The leadership and management of the nursery are weak. The manager has a poor understanding of the requirements of the Early Years Foundation Stage, and she does not recognise that they do not meet all requirements of this, and the Childcare Register. Staff

do not receive regular supervision to help improve the quality of teaching and practice. Staff are eager to learn but training and supervision do not focus enough on supporting their professional development and driving continuous improvement. The manager does some evaluation of the provision and is aware of some areas for improvement. However, this has not yet had enough impact on improving the quality of practice.

Setting details

Unique reference number	137819
Local authority	Brent
Inspection number	841268
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	40
Number of children on roll	61
Name of provider	Learning Tree Ltd
Date of previous inspection	12 April 2011
Telephone number	02089 049413

Learning Tree Montessori registered in 2000. It is run by a private provider. The nursery operates from a converted house in Harrow, in the London Borough of Brent. The nursery is open each weekday, from 8am to 4pm, for 44 weeks of the year. The nursery employs seven staff, of whom four hold appropriate early years qualifications. The setting follows the Montessori ethos. The nursery staff support children who are learning English as an additional language.

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