

Cricket Montessori School

Lower Road, Harrow, Middlesex, HA2 0DE



Inspection date

25 September 2015

Previous inspection date

14 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children are confident, independent and eager to learn. Staff praise children's efforts and encourage them to try hard. Staff promote children's self-esteem and well-being effectively. Children make good progress.
- Staff interactions with children are very effective. Children communicate intelligently because staff use challenging questions and engage them in conversations to help them think and explore their ideas.
- The partnership with parents is effective. Staff share useful information with parents to help them to continue their children's learning at home.
- Children make good progress. Secure assessment and evaluation of children's strengths and weaknesses mean staff plan effective activities that children enjoy.
- Children behave well. Staff have high expectations of their behaviour. Staff teach children tolerance and respect for others through clear guidance about what is acceptable behaviour.
- Children are emotionally prepared for moves within the nursery and for when they leave to attend school. Staff form effective partnerships with other early years settings to help the transfer process.

It is not yet outstanding because:

- Leaders do not routinely record and update their records, although this has no impact on children. For example, some staff training records are out of date.
- The location of the reading space means children's access to books is restricted. This prevents them from engaging with books independently to develop their early and pre-reading skills.

What the setting needs to do to improve further

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

- keep staff records up to date
- review organisation of the play environment to give children ready access to books.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector held a meeting with the manager and looked at relevant documentation, including self-evaluation paperwork and evidence of the suitability of staff to work with children.
- The inspector held discussions with some staff, children and parents, and took account of their views.
- The inspector completed two joint observations with the manager.

Inspector

Josephine Adeyemi

Inspection findings

Effectiveness of the leadership and management is good

The manager has a good understanding of the requirements and checks that these are implemented by staff. She effectively supervises and monitors staff interaction to set actions that drive improvement of the provision. She encourages staff development and training by consistently giving staff useful feedback. This helps to improve the quality of teaching. Safeguarding is effective. The staff protect children well and keep them safe. Staff involve parents well in their children's learning and keep them well informed about their children's activities. This gives parents the opportunity to support their children's learning at home. The manager seeks the support of other professionals to get children the timely support they need when required.

Quality of teaching, learning and assessment is good

Staff use their high expectations of what children can achieve to support their language and communication skills significantly. They skilfully teach children new vocabulary. For example, children enjoy singing and hear different words in songs. Children gain confidence to join in conversations. The key-person system works well. Staff gather useful initial information from parents and use it to plan effectively for children's progress. Staff set clear next steps for children's future learning. They use the parents' input to support their children's development effectively. Staff help children to develop skills for the future.

Personal development, behaviour and welfare are good

Children settle down quickly on arrival, have fun and learn through their play. Children form secure emotional attachments with staff. Children benefit from consistent routines. They have clear guidance from staff on what behaviour is acceptable. For example, children learn to respect each other and to wait for their turn. Children learn about healthy lifestyles, such as during cooking activities. They enjoy physical play that develops their muscles. For example, they learn to balance and to run. Older children understand how to keep themselves and others safe. They use knives and scissors carefully, for example.

Outcomes for children are good

Children develop useful skills to help them to be ready for school. All make clear progress from their starting points. Staff use children's home languages well to help them learn the corresponding English vocabulary. Children learn to count.

Setting details

Unique reference number	EY235738
Local authority	Harrow
Inspection number	832866
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	40
Number of children on roll	21
Name of provider	Marilyn Irene Bruni
Date of previous inspection	14 March 2011
Telephone number	020 8423 5544

Cricket Montessori School registered in 1999. It is located in the London Borough of Harrow. The nursery opens weekdays, from 9am until 3.15pm, during school terms. There are seven staff who work with the children. Of these, six hold appropriate early years qualifications. The nursery follows the Montessori educational philosophy.

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