

Harmony Montessori Nursery



First Rayners Lane Scout Group, Trescoe Gardens, HARROW, Middlesex, HA2 9TB

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| Inspection date | 11 February 2016 |
| Previous inspection date | 4 August 2014 |

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|---|-------------------------|-----------------------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Requires improvement | 3 |
| Quality of teaching, learning and assessment | | Requires improvement | 3 |
| Personal development, behaviour and welfare | | Requires improvement | 3 |
| Outcomes for children | | Requires improvement | 3 |

Summary of key findings for parents

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

- The quality of teaching across the nursery is not consistently good. During some adult led activities staff do not give clear instructions and fail to adapt the activity for children of different ages and abilities.
- The systems for monitoring staff performance are not fully established. Weaknesses in the quality of assessment and planning for children's next steps in learning are not always identified.
- Opportunities for children to extend and explore their learning are sometimes hindered. Children, particularly in the baby room, have limited access to a variety of resources which encourage and support a range of physical and sensory activities.
- The arrangements for settling new children are not sufficiently well organised. The transition from home to nursery is not always managed well to help the key person, the child and parents to form secure relationships from the start.

It has the following strengths

- Children behave well. They know what is and is not acceptable behaviour and are able to negotiate and resolve minor disputes.
- Children whose home language is not English are supported by a multi-lingual staff team who value and respect additional languages and encourage the acquisition of English speaking skills.
- Emergency evacuation practices are conducted regularly. This promotes children's safety and welfare.

What the setting needs to do to improve further

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

| | Due Date |
|--|-----------------|
| <ul style="list-style-type: none"> ■ ensure all staff develop their skills of observation, planning and assessment so that they are able to accurately identify and support children's next steps in learning | 03/03/2016 |
| <ul style="list-style-type: none"> ■ make sure all staff receive regular and effective supervision which promotes continuous professional development to improve the quality of teaching across the nursery | 03/03/2016 |
| <ul style="list-style-type: none"> ■ provide opportunities for children to explore and develop their physical skills and promote sensory experiences | 03/03/2016 |
| <ul style="list-style-type: none"> ■ ensure the key person system effectively supports the settling in process for new children. | 03/03/2016 |

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector carried out two joint observations of planned activities with the manager.
- The inspector spoke to parents, staff and children to gain their views.
- The inspector held a meeting with the provider and the manager.
- The inspector looked at a range of relevant records, including staff records, children's records, observations and assessment logs, and details of key policies and procedures.

Inspector

Gillian Karen Joseph

Inspection findings

Effectiveness of the leadership and management requires improvement

Arrangements for safeguarding are effective. Staff are aware of the appropriate procedures to follow if they have concerns about the safety and welfare of a child. The management team have started to evaluate their practice. They gain the views of staff, parents and children. As a result, they have initiated some changes to improve the quality of provision. Leaders and managers work with parents to seek help for children when they identify additional support or intervention may be necessary. The manager has recently introduced staff supervision. However, this is at an early stage and means inaccuracies in children's assessments have not been picked up quickly enough.

Quality of teaching, learning and assessment requires improvement

The quality of teaching across the nursery is variable. For example, not all staff accurately assess children's learning and therefore do not appropriately plan what needs to happen to support children's next steps. Some staff do not recognise when to extend children's curiosity. For example, when a baby shows interest in different textures this is not explored by staff. However, some other staff show that they are perceptive and know when it is appropriate to stand back and let children initiate their own play. For example, two older children sit on the floor and roll a ball to each other. They work out how to make the gap between them wider to provide more challenge. They are delighted to share their success with staff. Staff support children's mathematical skills well. Children match numbers to items and staff encourage them to persist in their efforts to accurately arrange the numbers in ascending order.

Personal development, behaviour and welfare require improvement

Children are learning how to keep themselves safe. They know that they should not run when indoors as they may hurt themselves and that it is safer to run in the garden. They behave well and are taught to be considerate of other people and their belongings. For example, when one child knocks over the construction made by another child, staff explain that this is not nice behaviour and he is reminded to be kind to his friends. Parents comment that their children are forming good friendships at nursery and are happy. Most children are well settled. However, the arrangements for settling new children into nursery are not always effectively managed. This is because some staff do not take the initiative to encourage interactions to support the separation process. The arrangements of the key person system do not always ensue that children are assigned a particular carer at the earliest opportunity with whom children and parents can form secure relationships.

Outcomes for children require improvement

Children do not make as much progress as they could as staff do not always identify and plan for what needs to happen next in their learning. There are systems in place to help children transition within the nursery from one base room to another. Older children are becoming independent as they gain the personal care skills necessary for transition to school.

Setting details

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|------------------------------------|---|
| Unique reference number | EY474317 |
| Local authority | Harrow |
| Inspection number | 1031420 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 4 |
| Total number of places | 30 |
| Number of children on roll | 42 |
| Name of provider | Marwaha Enterprises UK Limited |
| Date of previous inspection | 4 August 2014 |
| Telephone number | 02088662046 |

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. It is open from 08:00 until 18:00 every weekday, except for bank holidays and two weeks at Christmas. The nursery operates from two rooms, with one assigned to children aged under two years. All children share access to an enclosed outdoor play area. The nursery employs eight members of staff, seven of whom hold childcare qualifications.

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