

<b>Inspection date</b>	12 May 2016
Previous inspection date	30 May 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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 making good progress in their learning. They enjoy exploring the Montessori materials on offer. Younger children proudly show how they use resources, such as beads, to help their counting skills. Older children show how they can write their own name and many are beginning to form sentences.
- Staff complete individual assessments of children on a regular basis. They effectively use the information gathered from these to inform the planning. They monitor children's progress and identify gaps where children may need extra support.
- There are good procedures in place to support children who have special educational needs or disability. Staff understand the importance of working closely with parents and other professionals involved in children's lives so that consistency in children's care and learning is provided.
- Parents are complimentary about the staff and the service that they provide. They are invited to attend workshops to discuss various aspects of children's development, such as promoting positive behaviour.
- The provider continually reflects on the learning experiences provided to children, reviewing the resources used and seeking ways in which to enhance children's learning. The provider welcomes the views of parents to drive improvements forward.

### It is not yet outstanding because:

- Although children make good progress, staff do not always plan adult-led group times in enough detail so that the younger and the most able children's progress accelerates even further.
- Even though performance management arrangements are in place, these are not precisely focused on further supporting staff to reflect on the quality of their teaching practice and how to raise children's achievements to the highest level.

## What the setting needs to do to improve further

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

- enhance the planning of group activities so that teaching is even more effective to fully promote the younger and the most able children's rapid progress
- extend opportunities for staff to reflect on their practice and sharpen the focus on strengthening the quality of teaching even further.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to the provider, staff and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the provider and a senior member of staff.
- The inspector looked at children's records, planning documentation, and a range of other documentation, including policies and procedures.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.
- The inspector took account of the views of parents spoken to on the day of the inspection and from written feedback left with the manager.

### Inspector

Maura Pigram

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The arrival and collection times of children are well managed so that they are kept safe. At these busy times, staff are deployed effectively to ensure that children are well protected. Staff know the procedures to follow if they are concerned about a child's welfare. New staff, students and volunteers complete detailed induction programmes. Team meetings, along with supervision meetings, appraisals and staff training, support them to understand their roles and responsibilities. The provider has recently implemented a system to monitor the progress of different groups of children, including those who speak English as an additional language. Where any gaps in their development are identified, targeted teaching is put in place to help children's progression.

### Quality of teaching, learning and assessment is good

The well-qualified staff sit alongside children during their exploration of the Montessori resources. They encourage children to complete tasks which promote their concentration skills. Children's interest and imaginative play are well supported. For example, staff help children to set up a beauty parlour. Children become excited to join in and they pretend to use the cash register and give adults appointment cards. Outdoors, children relish exploring water. Good discussions about how objects are sinking or floating help children to make connections in their learning. Children enjoy listening to stories and singing favourite songs. However, at times, group activities involve many children and some become less interested in the activity provided.

### Personal development, behaviour and welfare are good

The key-person system contributes to the continuity of care that children experience, so that they feel secure and settled. Staff work closely with parents to build a picture of each child's likes and dislikes. They encourage good behaviour and children learn to treat each other with respect. Children readily take turns using the cars and bikes and know where to park these when they are finished playing with them. Staff work closely with parents to help develop children's independence with their personal care. Healthy snacks are provided. On special occasions, children enjoy taking part in a charity walk and having picnics outdoors. They are provided with certificates and medals to take home. This helps to promote their sense of self-esteem and their understanding about caring for others. Children benefit from plenty of time playing outdoors. They learn how to play safely, such as when they climb onto and jump from the crates.

### Outcomes for children are good

Children play cooperatively together. They solve problems during their imaginative play and decide who will take on different roles. Children's literacy knowledge is well supported through a variety of teaching strategies, such as using photographs from home to inspire children's early writing. Books are easily accessible, including some in children's home languages, supporting children's early interest in reading. All children make good progress, including those who have special educational needs or disability. They develop key skills needed for the next steps in their learning, such as starting school.

## Setting details

<b>Unique reference number</b>	EY222681
<b>Local authority</b>	Brent
<b>Inspection number</b>	1024275
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	87
<b>Name of provider</b>	Anila Ashok Pajpani
<b>Date of previous inspection</b>	30 May 2012
<b>Telephone number</b>	02089086032

East Lane Montessori was registered in 2002. It is one of three nurseries operated by the provider. There are eight members of childcare staff. Of these, four hold appropriate Montessori teaching qualifications. Two further staff members hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday during term time only. Sessions are from 8.50am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disability and children who speak English as an additional language.

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Piccadilly Gate  
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