

# Rayners Lane Montessori

Beacon Community Centre, Scott Crescent, Harrow, HA2 0TY



## Inspection date

14 September 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
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:

- Staff do not consistently ensure that the activities provided offer sufficient challenge to help children achieve the next steps in their learning and to make good progress.
- Staff do not provide consistent opportunities for all children to build on their early writing skills to support children's literacy skills and readiness for school.
- Staff do not consistently use skilful questioning to encourage children to think and to offer better challenge in their communication and language development.
- Staff do not offer consistent opportunities for children to do some everyday things for themselves, to build on their independence.

### It has the following strengths

- Staff carry out sensitive care practices which help to support children's physical and emotional well-being.
- Staff implement the key person system effectively to help children feel secure and settle quickly. Staff are clear about their role in helping children to form emotional attachments.
- Partnerships with parents are sound. Parents are involved in their children's care and learning. Staff work with parents to ensure that children's care needs are consistently well met.
- Staff manage any behaviour issues sensitively as they arise. They teach children good manners and to share and take turns.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
■ improve the quality of teaching to engage all children in their play and learning and ensure activities provide sufficient challenge to move all children on to the next steps in their learning	01/12/2016
■ ensure children have opportunities to develop their early writing skills, in readiness for school	01/12/2016
■ improve questioning skills to challenge children to think and respond, and develop better communication and language skills.	01/12/2016

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

- build on opportunities for children to do more everyday things for themselves, to help develop their independence.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact on children's learning.
- The inspector took into account the views of parents spoken to on the day of inspection.
- The inspector undertook a joint observation with the manager and discussed children's progress with the manager.
- The inspector sampled a range of documentation, such as policies, procedures and children's learning information.
- The inspector held meetings with the manager and the nominated person.

### Inspector

Claire Boparai

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Arrangements for safeguarding are effective. Staff understand the procedures to follow if they have a concern about a child's welfare, which helps to ensure children's safety. The provider takes effective steps to ensure ratios are met and staff are deployed to supervise children to help ensure they meet their needs. Staff carry out risk assessments to help ensure children's safety while in their care. The managers are steadily developing their reflective practice and are keen to improve quality and develop staff professional development through training and support, to help make further improvements. However, management has not identified all weaknesses in teaching to help children to make the best possible progress in their learning and development.

### **Quality of teaching, learning and assessment requires improvement**

The staff provide a range of resources, although they do not consistently challenge all children to gain new skills. The quality of teaching varies and children do not make the best progress in their learning and development. Children showed a keen interest in early mark making. However, staff do not encourage children's early writing skills effectively to help them become ready for their future learning. Staff undertake observations of the children to track their development. However, this information is not used to plan suitably challenging activities for all children. Staff do not consistently engage in conversations with children to find out what they know and to help them develop their learning further.

### **Personal development, behaviour and welfare require improvement**

Children settle well and staff care for them according to their individual needs. However, staff support is varied in helping children to manage their personal needs and gain more independence. The setting is welcoming for children. However, children do not have good opportunities to explore a broad range of activities and experiences to keep them motivated and interested to learn. Children develop close relationships with their key person and other staff, and show that they are happy in their care. Children are active outdoors each day, which helps them to gain the fresh air and exercise they require. During the inspection, children had fun using their imaginations as they used resources, such as the train track, and learnt about people who help us in the wider community.

### **Outcomes for children require improvement**

Overall, children make steady progress in their learning from their starting points. Children enjoy using their imaginations as they play role play games outside together. They also enjoy exploring a range of puzzles together and solving problems as they negotiate size, shape and space. Generally, children gain the key skills they need for their move on to school.

## Setting details

<b>Unique reference number</b>	EY496665
<b>Local authority</b>	Harrow
<b>Inspection number</b>	1072644
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	1 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Anila Ashok Pajpani
<b>Registered person unique reference number</b>	RP513288
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02089086032

Rayners Lane Montessori registered in 2015 and operates in a community centre in Rayners Lane, in Harrow. The provider employs seven members of childcare staff; three of whom hold appropriate early years qualifications at level 3 and above. One member of staff holds qualified teacher status. The nursery opens from 7.30am to 6pm, Monday to Friday, all year round. The nursery provides funded early education for children aged three and four years. The setting follows the Montessori ethos of education.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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