

Cannon Barn Montessori School

Cannon Barn, Hereford Gardens, Pinner, HA5 5JR



Inspection date	5 September 2017
Previous inspection date	29 May 2014

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

- The management team evaluates the setting well using opinions of staff, parents and children. It makes plans to support continuous improvements that benefit children.
- The management team offers a range of support to staff. For example, it completes observations of staff, providing feedback that helps them to improve their practice.
- Staff take account of children's interests and use them to plan relevant activities that engage and motivate children.
- Staff in the 'Montessori room' skilfully expand older children's language development. They introduce new vocabulary and provide them with opportunities to practise using the newly acquired words.
- Children are very well behaved and enjoy helping their friends find resources to use.
- Children are confident learners, willing to try new things and to initiate conversations with adults. Children make good progress in their learning and development.

It is not yet outstanding because:

- Some staff do not consistently plan enough challenging targets for each child to make even better progress in all areas of their learning and development.
- Although children make progress in their communication skills, younger children are not always fully encouraged to practise their speaking.
- Not all parents are encouraged to support children's learning at home.

What the setting needs to do to improve further

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

- support all staff to successfully identify and plan for precise next steps in learning for all children to help them make even better progress in their learning and development
- provide even more opportunities for younger children to build on their speaking skills
- encourage more parental involvement in their children's learning at home.

Inspection activities

- The inspector completed a tour of the building, including the 'Montessori' and 'Pre-school' rooms, the barn, garden, toilets and kitchen areas.
- The inspector spoke to staff, children and parents when it was appropriate to do so.
- The inspector looked at a sample of documents, including the suitability of staff, site safety and child protection policies.
- The inspector looked at the procedures for tracking children's progress and planning for their next stage in learning.
- The inspector completed a joint observation with the manager and evaluated the effectiveness of an activity together.

Inspector

Jennifer McStravick

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The management team and staff are committed to keeping children safe and know what procedures to follow if they have a concern about a child's welfare. The management team provides effective opportunities for staff to improve their practice. For example, staff attended training which helped them to encourage children to solve problems during activities. The management team keeps parents informed about improvements it has made. For example, in response to requests, the manager now regularly emails parents about the planned activities.

Quality of teaching, learning and assessment is good

The setting offers a relevant balance between adult-led and child-led activities, and children enjoy choosing from a wide range of resources with which to play and learn. Staff undertake regular informed observations of children and share these with parents. The manager uses a new tracking system that encourages staff to identify children's gaps in learning and provide relevant support. Staff help children to develop their understanding of the world and how things grow. Children enjoyed planting vegetables that they then prepare for healthy snacks. External tutors help provide a range of experiences that add to the curriculum. The children enjoy participating in French and dance classes.

Personal development, behaviour and welfare are good

The setting's key-person system is very effective. Children form secure attachments with their key person and other staff, which helps them feel safe and secure. Staff gather information from parents about their child's likes and routines before they start and this helps children settle quickly. The setting supports children to develop their independence. Children learn to select their own portions of the freshly cooked food and to wash their hands. Staff have high expectations for the children's behaviour and cooperation. Children learn to be kind to each other by watching the caring staff team. For example, young toddlers automatically help new children to tidy up at lunchtime. Staff offer children numerous opportunities to learn about and value the differences and similarities between themselves and others in their local communities and in the wider world.

Outcomes for children are good

Children, including those who have special educational needs, make good progress that is typical for their age. Children moving between rooms in the setting or on to school are very well supported. For example, older toddlers spend half of their time in the 'Transition room' practising new skills that they will need when they move up to the 'Montessori room'. Very young children can feed themselves. Older toddlers can recognise their name in writing. Older children have their self-care skills very well supported, for example, they wash and store their own plates and utensils after each meal. Children can problem solve, such as sharing umbrellas to continue with a messy play activity in the garden when it was raining.

Setting details

Unique reference number	EY470773
Local authority	Harrow
Inspection number	1069881
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 4
Total number of places	102
Number of children on roll	114
Name of registered person	Janani Thavendrarajah
Registered person unique reference number	RP512712
Date of previous inspection	29 May 2014
Telephone number	07947127225

Cannon Barn Montessori School registered in 2013. It operates from a purpose-built building in Pinner, in the London Borough of Harrow. The nursery is open Monday to Friday from 8am to 6pm, for 49 weeks of the year. The provider receives funding for the provision of free early education for children aged three and four years. There are 26 staff, 17 of whom hold relevant childcare qualifications from level 2 to level 4 and the manager has an early years degree. The provider also employs a trained chef. The nursery operates in line with the Montessori educational philosophy.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

