

Tara House Montessori Nursery School

Wilson Walk, Stamford Brook, London, W4 1TP



Inspection date	31 October 2017
Previous inspection date	20 May 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The experienced provider is committed to providing children with excellent quality care and education. Leaders have high expectations of staff and guide them through high-quality support and supervision so that outcomes for children continually improve.
- Leaders use self-evaluation extremely well. They use their extensive knowledge and experience to skilfully evaluate the overall quality of the nursery to identify and maintain high-quality improvements.
- The quality of teaching from all staff is outstanding. Staff provide varied and interesting learning environments where children are highly stimulated.
- Children form very caring relationships and bonds with their key person and other staff, and they show respect and work well with their friends. Children settle very quickly and they are extremely happy at the nursery.
- Excellent partnership working with parents helps promote high-quality learning between the nursery and home. There is a very strong focus on involving parents in children's learning. These practices further enhance children's progress.
- Children's communication and language development are exceptionally well supported, including for those who speak English as an additional language. Staff are skilful in their interactions with children and use an excellent range of teaching strategies, helping children make excellent progress in this area.

What the setting needs to do to improve further

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

- continue to explore ways to engage children's interest even more fully at changeover times.

Inspection activities

- The inspector held discussions with the leaders at appropriate times during the inspection and in a scheduled meeting.
- The inspector observed children's activities and staff teaching indoors and outdoors.
- The inspector looked at documentation, including a sample of children's records, planning and assessment records, and checked the suitability of staff to work with children.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection, and of the provider's self-evaluation.
- The inspector completed a joint observation with the manager.

Inspector

Dominique Allotey

Inspection findings

Effectiveness of the leadership and management is outstanding

Leaders monitor and oversee children's development extremely well. Interventions are planned and put in place, and any gaps in learning rapidly close before children move to school. Safeguarding is effective. The leaders and staff have an excellent understanding of child protection issues and safeguarding procedures. Leaders set ambitious goals and staff demonstrate a drive and passion for their work. Team morale is high and staff's ongoing suitability is constantly assessed. They receive regular supervision and training opportunities and their teaching is observed. This helps motivate staff, who are keen to continually broaden and improve their practice. Leaders and staff respond excellently to recommendations from relevant professionals and make highly effective improvements. For example, they have worked exceptionally hard on outdoor learning as a result of their previous inspection to give children the best possible learning experiences.

Quality of teaching, learning and assessment is outstanding

Staff have an excellent knowledge of how young children learn. Activities are tailored to the individual needs of each child. This helps all children succeed in achieving what they need to learn next. This means that all children make the best possible progress in their learning and development. Staff make activities exciting for children and use a range of highly effective teaching strategies. For example, they make superb use of sign language to extend children's language skills. Staff provide an excellent learning environment with a wide range of high-quality toys and equipment to engage children in effective play-based learning. For example, children select from a range of real kitchen objects as they develop their practical skills, such as pouring from china jugs.

Personal development, behaviour and welfare are outstanding

Staff support children's personal, social and emotional development exceptionally well. Staff are very good role models for children and provide them with positive behaviour strategies to use. This helps children learn to respect and value others, take turns, and prepares them socially for their future life and the eventual move on to school. Children behave exceptionally well. They spend as much time as they like playing and learning outdoors. This particularly supports those children who prefer to learn outdoors and promotes healthy lifestyles excellently as all children benefit from fresh air and exercise.

Outcomes for children are outstanding

Children are making fast progress in their learning and development. They are highly motivated and enjoy the play and learning on offer to them. Children are confident and independent and have excellent opportunities to develop their own interests. They develop deep interests in storytelling and have very good attention and listening skills, which are valuable for their later school life. Children develop excellent practical life and physical skills, which promotes their health, confidence and self-esteem very well.

Setting details

Unique reference number	EY462811
Local authority	Hounslow
Inspection number	1069313
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	49
Number of children on roll	71
Name of registered person	Tara House (Montessori) Limited
Registered person unique reference number	RP532607
Date of previous inspection	20 May 2014
Telephone number	07721679049

Tara House Montessori Nursery School is an established nursery that re-registered in 2013. It operates from a Scout hall close to Stamford Brook underground station in the London Borough of Hounslow. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery operates in term time from 9am to 4.15pm from Monday to Thursday and from 9am to 12.30pm on Friday. The nursery employs seven staff to work with the children, six of whom have an early years qualification and the manager holds early years professional status. The nursery offers a curriculum that reflects the Montessori approach to education and learning.

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

