

Montrose Pre-School

The Methodist Church, Locket Road, Harrow, Middlesex, HA3 7ND



Inspection date

23 March 2018

Previous inspection date

9 December 2015

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

- Children benefit from a calm and inclusive learning environment. Staff give children reassurance and praise as they learn new skills. Children develop a good sense of belonging and self-worth, and have good attitudes to learning. Children's behaviour is good.
- Staff know how children learn and develop, and are sensitive to their needs. Children make good progress in relation to their individual starting points and capabilities. Staff prepare children well for the next stages in their learning, including the move to school.
- Children enjoy activities that help them develop their understanding about different people and their communities. For example, children learn about different festivals and try food from different countries.
- Staff work well with outside professionals to ensure that children receive the appropriate support they need to learn and to develop.
- Managers plan activities with the staff team and check the quality of the provision to ensure that children receive consistently good-quality care and teaching.

It is not yet outstanding because:

- At times, staff miss some opportunities to help children develop their early writing skills during play.
- Occasionally, staff do not offer opportunities for children to use a broad range of resources to develop their skills in using everyday technology.

What the setting needs to do to improve further

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

- support children's early writing skills more consistently throughout the day to aid their learning further
- increase opportunities for children to access and strengthen their skills in using information and communication technology.

Inspection activities

- The inspector observed activities in all parts of the pre-school, including the outdoor provision.
- The inspector spoke to some members of staff and children at appropriate times during the inspection and held meetings with the management team.
- The inspector carried out joint observations with the manager.
- The inspector took account of the views of parents spoken to during the inspection and reviewed written comments and suggestions from parents.
- The inspector looked at children's records, planning documentation and the nursery's policies and procedures, including those related to the suitability of staff.

Inspector

Fatiha Maitland

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The provider conducts vetting checks on all staff to ensure they are suitable for their roles. Staff have a good knowledge of safeguarding practices and follow the correct procedures if they have any concerns about a child's welfare. They undertake regular checks on the premises and resources to help keep children safe. Staff ensure resources are of a good quality and are appropriate for children's ages and stages of development. Managers and staff check the progress of individual and groups of children. When identifying any issues, they provide well-targeted support to help narrow any gaps in children's learning. Managers observe staff effectively and give them constructive feedback to help them reflect on their practice and to improve their teaching further. Staff attend extra training to strengthen their skills. They work well with other providers to ensure continuity and progression in children's learning. Managers and staff seek the views of parents, children and others to continually improve their practice.

Quality of teaching, learning and assessment is good

Staff gather relevant information from parents to establish children's starting points on entry to the pre-school. They use this information along with their ongoing observations to provide a good range of activities to motivate children to learn. Staff encourage children to take part in new activities and experiences. Children make friends and join in play happily. For example, they create imaginative pictures and observe the changes that happen when coloured paints are mixed. Young children explore musical instruments and pop-up toys to find out how they work. Staff introduce children to books and songs. Children keenly talk about their favourite characters. Older children use the language of books and confidently share what might happen next in stories. Staff keep parents well informed about their children's progress. Parents know how to support their children at home.

Personal development, behaviour and welfare are good

Positive relationships with parents and children boost children's confidence and self-esteem. Children play amicably with their friends and respect the feelings of others. Staff help children adopt a healthy lifestyle. For example, children know about the importance of personal hygiene. They understand that eating fruit and drinking milk help them grow and develop. Children enjoy physical exercise and fresh air in the outdoors. They climb and slide on the apparatus with care and create games as they hop and jump safely.

Outcomes for children are good

All children make good progress. Children who speak English as an additional language and those who have special educational needs and/or disabilities make equally good gains. Young children explore tools safely. Children listen attentively and respond well to instructions. Older children confidently express their feelings to others. They count, sort and match objects, and use good mathematical language to describe shapes around them. Children show good levels of confidence at solving problems. Children are aware of the changes that happen to the weather around them. They describe the colours and shapes of dinosaurs and know that dinosaurs do not exist anymore.

Setting details

Unique reference number	509061
Local authority	Harrow
Inspection number	1128338
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	18
Number of children on roll	26
Name of registered person	Montrose Preschool Committee
Registered person unique reference number	RP902000
Date of previous inspection	9 December 2015
Telephone number	02088635800

Montrose Pre-School registered in 1992. It is situated in Wealdstone in the London Borough of Harrow. The setting is open weekdays from 8.45am to 3pm and operates during school term time. The provider receives funding to offer free early education for children aged two, three and four years. There are five staff who hold relevant early years qualifications at level 3.

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