

# Learning Tree Montessori Nursery School

309 Preston Road, Harrow, Middlesex, HA3 0QQ



## Inspection date

21 March 2018

Previous inspection date

3 December 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The provider does not ensure there are sufficient numbers of staff working in the nursery to maintain the correct adult-to-child ratios at all times.
- Staff do not organise the outdoor sessions in the most effective way to enable children to develop their learning and skills while enjoying an outdoor experience.
- Self-evaluation is not used effectively enough to identify and address areas of weaker practice, to improve outcomes for children and ensure they are safe at all times.

### It has the following strengths

- Children have good opportunities to learn about and understand language. For example, they talk about the book they are reading and describe what they can see in the pictures.
- Children are good friends to each other. For example, they support each other to climb the climbing frame saying 'you can do it' to children who are less confident as they take one more step on the ladder.
- The staff develop partnerships with other professionals to help develop their teaching skills and secure extra support for children who require it.

## What the setting needs to do to improve further

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

#### Due Date

- ensure the adult-to-child ratios are met at all times to help to keep children safe. 31/03/2018

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

- support staff to organise and plan activities in the outdoor area to capture the interests of children and help them to continue to make good progress
- strengthen the effectiveness of self-evaluation, to ensure it targets the areas for improvement accurately and keeps children safe.

## Inspection activities

- The inspector observed children's play and staff's interaction with children in the indoor and outdoor areas.
- The inspector talked to staff and children. The inspector held regular discussions with the manager.
- The inspector examined documentation, including a sample of children's and staff's records. This included the suitability checks for staff.
- The inspector talked to parents during the inspection to gather their views on the nursery.
- The inspector completed a joint observation with the manager in the outdoor area.

## Inspector

Julie Biddle

## Inspection findings

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

In general, staff understand their roles and responsibilities, however, on the day of inspection the provider did not ensure staff were able to meet and maintain the minimum adult-to-child ratios as required. However, this did not impact significantly on children's safety as it was a short period and staff had the help of students who were on work experience from school. The arrangements for safeguarding are effective. Staff understand their role to protect children and know the procedures to follow if a child is at a risk of harm. Staff recruitment procedures are thorough and appropriate vetting helps to ensure staff are suitable to work with children. Staff receive regular supervision and attend training to help their development and their teaching skills. Staff complete risk assessments around the premises and this helps them ensure the children are kept safe, warm and comfortable in the nursery. Staff have friendly partnerships with parents. For example, they exchange some details about children's learning and share ideas to parents to extend learning at home. However, systems to monitor and evaluate the setting's practice are not always fully effective at identifying where staff need to improve.

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

Children are confident and understand daily routines. For example, they know to choose their activities and how to carefully tidy activities away. Children have good opportunities to develop the skills to help them recognise letters and older children are able to write their own names. Staff use observations and assessment of children to identify gaps and take prompt action to benefit children. Children enjoy creating patterns in dough, and they carefully use tools to create shapes and roll the dough. Staff help children to develop good physical skills and to learn how to control their bodies. For example, children carefully transfer small objects, such as rice, into small containers.

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

The key-person system is effective, and this enables children and staff to form close bonds. However, on the day of the inspection, failure to meet ratios means staff do not comfort newly arrived children as promptly as possible. Children call to staff when they complete an activity and staff use high levels of praise helping the children to develop confidence in their own abilities. Staff manage behaviour well and help children to understand how their behaviour can affect others. Staff support children's good health well. For example, they talk to the children about the fruit and vegetables some of the children bring for their lunch, to raise their awareness of healthy lifestyles.

### **Outcomes for children are good**

Children make good progress from their starting points, including those that require additional help. They extend their understanding of numbers as they create number sequences, tracing the shapes of the number and placing them in correct order. Children are well prepared for school, for example, they know how to put on their shoes and coats ready for outdoor play.

## Setting details

<b>Unique reference number</b>	137819
<b>Local authority</b>	Brent
<b>Inspection number</b>	1132947
<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>	40
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Learning Tree Ltd
<b>Registered person unique reference number</b>	RP911560
<b>Date of previous inspection</b>	3 December 2015
<b>Telephone number</b>	02089 049413

Learning Tree Montessori Nursery School registered in 1994. It is situated in the London Borough of Brent. The nursery operates from 8am to 4pm each weekday, for 44 weeks of the year. The nursery receives funding for free early years education for children aged two, three and four years. The provider employs two members of staff to work with her. All staff hold appropriate childcare qualifications, with one at level 4, one at level 3 and one at level 2. The nursery school follows the Montessori ethos.

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