

Beehive On Queens Park Montessori School



Beehive On Queens Park Montessori School, 147 Chevening Road, London, NW6 6DZ

Inspection date

19 April 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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 provider values her staff team and demonstrates effective leadership qualities. She continually reflects on the quality of the setting and staff practice and is continually seeking ways to improve.
- Staff deployment is effective, which ensures that children are provided with good levels of support and challenge. The key-person system is implemented effectively, which enables new children to feel reassured and to settle into their new environment quickly.
- Systems to track children's individual progress are used effectively to identify and target any gaps in their progress.
- Children physical health is well promoted. They enjoy nutritious snacks and regular opportunities to engage in outdoor activities. They also enjoy taking part in weekly yoga classes.
- Parents speak highly of the nursery and are very happy with the care and learning experiences provided. They comment that they receive informative feedback from staff, which enables them to continue to support their children's learning at home.

It is not yet outstanding because:

- Staff do not consistently respond to children's ideas or interact as well as possible to fully extend their learning or promote their thinking skills.
- Systems for tracking the progress of different groups of children are not fully developed to provide staff with the most accurate overview of the progress they are making.

What the setting needs to do to improve further

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

- support staff to be able to recognise when to offer additional support to encourage children to consider new ideas to extend their thinking and learning further during activities
- develop further the systems for tracking different groups of children to support staff to target learning more precisely.

Inspection activities

- The inspector observed the quality of teaching in different rooms and all areas, including in the outdoor learning environment.
- The inspector spoke to staff and parents and engaged with some children throughout the inspection.
- The inspector held a leadership and management meeting with the provider, where they discussed the organisation and leadership of the setting.
- The inspector looked at a sample of documentation, including children's information and staff files.

Inspector

Samantha Smith

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The provider has a secure understanding of her responsibility to ensure that staff are suitable for their roles and she has robust procedures for checking their suitability. Staff have a good awareness of child protection issues. They know what to do if they have any concerns about the welfare of a child and they know how to implement the whistle-blowing procedure. The provider and staff are highly motivated and work well together to create a warm and nurturing learning environment, where all children feel included. The provider offers staff regular supervisory meetings and closely monitors their practice to identify further training and development needs. This contributes to the good quality and consistent practice throughout the staff team.

Quality of teaching, learning and assessment is good

Staff are well qualified and knowledgeable about the needs of young children. They plan a challenging and stimulating learning environment, and children spend their time engaged in purposeful play experiences. Staff regularly observe children to understand their achievements and plan to support the next steps in their learning. They complete accurate assessments to identify children's stage of development, which they share with parents during planned consultations. They include parents in the assessment process by encouraging them to share their views on their children's learning and they use this information well to inform future planning. There are good processes to support children who have special educational needs (SEN) and/or disabilities. Staff work closely with parents and other professionals to support children to achieve agreed targets in their individual educational plans. This support enables these children to make significant gains in their development, taking into account where they were at when they started.

Personal development, behaviour and welfare are good

Children enjoy learning in a safe and welcoming environment, where they are settled and enjoy the close and strong bonds they establish with staff. Children behave well, and demonstrate good manners and consideration towards others. Staff act as positive role models and help children to develop their social skills. Children develop a positive view of the diverse world in which they live. They have plenty of opportunities to learn about their own and other people's cultures through their daily interactions and as they engage in the various toys and resources available.

Outcomes for children are good

Children make steady progress in learning and development taking into account their varying starting points. They gain useful skills that prepare them well for the next stages of their learning, including school. They display good levels of confidence, motivation and perseverance and are keen to learn. They participate well in activities and independently initiate their play and pursue their own interests. They manage their personal care skills well, such as washing their hands before meals and after using the toilet. Children help themselves to snacks when they are hungry, and regulate this for themselves as they take turns and wait patiently.

Setting details

Unique reference number	EY491018
Local authority	Brent
Inspection number	1030340
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	29
Number of children on roll	49
Name of registered person	Honeycomb Learning Ltd
Registered person unique reference number	RP534725
Date of previous inspection	Not applicable
Telephone number	020 89692235

Beehive on Queens Park Montessori School registered in 2015. It operates from the ground floor of a converted detached house in Queens Park in the London Borough of Brent. The nursery is open each weekday from 8.40am to 4pm, term time only, although it also runs a holiday camp during the summer break. The nursery employs seven staff, all of whom hold appropriate early years qualifications. The nursery follows the Montessori approach to learning.

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