

Learning Tree Montessori Nursery School

309 Preston Road, HARROW, Middlesex HA3 0QQ



Inspection date	10 October 2018
Previous inspection date	21 March 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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

The provision is good

- The manager has strong partnerships with other professionals involved in children's care, and is able to access support for children who require additional help. All children, including children who have special educational needs (SEN), make good progress from their starting points.
- Staff are extremely good role models. They help all children develop a good vocabulary, including children who are learning English as an additional language. All children become confident communicators.
- Children are very independent. They select equipment, concentrate and engage in their chosen learning activity, and persevere to its completion.
- The manager monitors staff performance effectively. She constructively encourages staff to develop skills that enhance teaching.

It is not yet outstanding because:

- On some occasions, staff do not consider the group size for activities. Younger children find it hard to engage and disrupt learning for the most able children.
- Although the manager monitors individual children's development, she is not tracking the progress of groups of children to identify less obvious gaps in their learning and strengthen teaching and learning further.

What the setting needs to do to improve further

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

- consider the size of group activities, to help younger children engage to enhance their learning
- build on the good monitoring of individual children's progress to include tracking of groups of children, to strengthen teaching and learning further.

Inspection activities

- The inspector observed teaching and the interaction between staff and children.
- The inspector sampled a range of documents, including children's development records and those relating to the suitability of staff.
- The inspector and the manager completed a joint observation to evaluate the effectiveness of teaching and learning.
- The inspector held discussions with the staff about how children learn and develop.
- The inspector discussed with the manager and staff their understanding of safeguarding children.

Inspector
Ruth George

Inspection findings

Effectiveness of leadership and management is good

The manager reflects and evaluates practice to maintain good-quality care and education for children. Since the last inspection, staff have organised and planned activities outdoors that capture the interest of children and extend their learning. The manager leads the staff team well. Induction for new staff includes how to use the resources to good effect to enhance children's learning. The manager meets regularly with staff to discuss individual children and monitor their development. She monitors teaching and provides feedback that helps staff build on their skills. She ensures that all staff have a thorough understanding of child protection and wider safeguarding issues. Staff recognise the signs that children may be at risk of harm and know how to report any concerns to protect children's welfare. Safeguarding is effective.

Quality of teaching, learning and assessment is good

Staff work closely with parents to identify what children know and can do and to plan effectively together for their learning. Staff support children who are learning English as an additional language. They celebrate with children when they count objects in their home language and repeat for children to hear the numbers in English. Staff provide children with extremely good support for early reading and writing. They help children hear and say letter sounds, preparing them to read words. Staff encourage children to make marks and to form letters to write their names. Staff introduce children to numbers in a wide variety of ways. They challenge children's mathematical knowledge. For example, they ask, 'A snowman has two eyes; we have two eyes, how many eyes altogether?' Staff help children to explore their ideas and build on their pretend play to develop their communication, reasoning and imagination. Staff listen to children's conversations while they play. They join in and ask questions to challenge and extend children thinking.

Personal development, behaviour and welfare are good

Staff develop good relationships with parents. They get to know families well, which helps children to feel safe and secure. Staff help children to develop a respect for each other, play together and cooperate. Good teaching helps children to follow instructions and complete tasks independently. For example, staff send children on errands to collect resources to extend their play. Staff help children learn about healthy lifestyle choices. Children understand that apples and milk are good for their teeth.

Outcomes for children are good

All children, including children who have SEN, learn a good range of skills that prepares them for their move to school. Young children develop a good vocabulary and the most able children blend sounds together and begin to read words. Children learn to count from one to 20 and the older children use their knowledge of numbers to add and subtract. They understand that numbers can represent other things, including the date. Children build stories with resources that support their role play and invite others to join their play. Children behave well.

Setting details

Unique reference number	137819
Local authority	Brent
Inspection number	10077524
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	40
Number of children on roll	31
Name of registered person	Learning Tree Ltd
Registered person unique reference number	RP911560
Date of previous inspection	21 March 2018
Telephone number	02089 049413

Learning Tree Montessori Nursery School registered in 1994. The nursery operates from 8am to 4pm each weekday, for 44 weeks of the year. The nursery receives funding to provide free early years education for children aged two, three and four years. The provider employs two members of staff to work with her. The manager holds a qualification at level 4, and two other staff hold a qualification at level 3 and level 2. The nursery school follows the Montessori teaching ethos.

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