

Apple Tree Montessori Nursery

Harrow Cricket Club, Wood End Road, HARROW, Middlesex HA1 3PP



Inspection date	23 May 2019
Previous inspection date	20 May 2016

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

Summary of key findings for parents

This provision is good

- The managers and their staff are highly qualified and have a wealth of experience. This helps to ensure the children in the nursery receive the best possible opportunities to make good progress from their starting points.
- Staff know children well. They make effective use of what they know about the individual children to plan for what they need to learn next. This helps to motivate children to play and learn.
- Staff put a lot of thought into the planning of the environment. They introduce seasonal resources that spark children's curiosity and involvement.
- Children develop strong emotional bonds with their key person and all members of staff. Younger children are given lots of reassurance and cuddles to help them settle into the nursery, in their own time.
- Staff have developed strong and trusting relationships with parents. Daily conversations between staff and parents help to provide a consistent approach in supporting children's care and learning.
- Staff quickly identify children whose achievements are below what is expected for their age. They work very well with parents and other professionals to help support these children. This helps to make sure children with special educational needs and/or disabilities (SEND) make good progress.
- Snack time is a superb opportunity for children to sit together and develop social skills. Staff enhance children's independence, for example by showing them how to cut their own fruit safely and pour milk.
- The staff have not yet explored a wide range of child-led opportunities that could raise the quality of learning to the very highest levels.
- Occasionally, staff do not enable children to solve their own problems.

What the setting needs to do to improve further

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

- make the most of available resources to encourage children to explore their own ideas, to consistently deliver the highest quality of teaching
- plan experiences and adjust teaching to support children's problem-solving skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed an observation with the registered person and held meetings with the manager and a room leader.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Mrig Divecha-Talker

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a good understanding of child protection procedures and know how to manage any concern they may have about a child's welfare. Staff implement effective risk assessments to help minimise risks to children. This helps to ensure their safety and welfare as they play. Overall, the managers encourage staff to attend training to develop and strengthen their skills. The manager and the key persons track the progress of different groups of children to close any gaps as quickly as possible through focused learning. The managers have developed a targeted improvement plan to help them identify strengths and areas for development. They successfully seek the views of staff and parents to help make the changes and improvements to the nursery in order to benefit all children.

Quality of teaching, learning and assessment is good

The quality of teaching is good as staff support children's communication and language development effectively. They offer children praise when they use interesting language, such as 'hydrated' and 'extinct'. Staff skilfully use a range of strategies to support children's learning. When older children looked at a globe, staff asked questions such as, 'What would you wear if it is hot?' This helps children to develop an understanding of the effect of changes. Staff encourage younger children to examine different plants using their senses. For example, children touch soil, smell flowers and describe leaves as 'squishy'. Children with SEND make effective progress from their starting points.

Personal development, behaviour and welfare are outstanding

Children learn to be independent according to their stages of development, and this encourages children to develop a sense of responsibility. For example, older children set up and clear the table after lunchtime. The successful key-person system and the highly effective deployment of staff enable children to form secure emotional attachments right from the start. They enjoy thoughtfully planned, balanced and nutritious meals. Children develop an excellent understanding of how to maintain healthier lifestyles. They talk about the fresh salad and fruit as they serve themselves and others. They enjoy frequent exercise and creative activities outdoors, such as building dens. The younger children play games regularly on the adjoining grounds. Staff are excellent role models and promote equality and tolerance. Children showed great empathy when they spoke of a doll in a wheelchair being hurt. Toddlers and pre-schoolers are confident and behave extremely well.

Outcomes for children are good

Children make good progress from their starting points. They sing popular rhymes and listen to stories with great enthusiasm. Children enjoy learning about textures and materials, as evidenced when a child said, 'This is made of wood'. Staff develop good relationships with schools. This supports older children particularly well in their move on to school. Children gain a secure understanding of counting and shapes. For instance, they count and discuss the shapes of buildings as they construct collaboratively.

Setting details

Unique reference number	EY444921
Local authority	Harrow
Inspection number	10063429
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	30
Number of children on roll	42
Name of registered person	Apple Tree Day Nursery (UK) Limited
Registered person unique reference number	RP900932
Date of previous inspection	20 May 2016
Telephone number	07940 784970

Apple Tree Montessori Nursery registered in 2012 and is situated in the London Borough of Harrow. It opens Monday to Friday, from 8am to 6pm, all year round, except on some bank holidays. There are five members of staff working with the children, all of whom hold relevant childcare qualifications ranging from level 2 to level 6.

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