

# Inspection of On Track Montessori Limited

Brent Indian Association, Community Resource Centre, 116 Ealing Road, Wembley, Middlesex HA0 4TH

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Inspection date:

20 April 2022

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children are well settled and happy to separate from their parents on arrival. They move around the setting indoors and outdoors in a quiet and calm manner. Children are supported by a dedicated provider, who is also the manager. The staff are good natured and are readily at hand to support the children with their care and focused learning needs. However, staff do not give children enough freedom to be curious and deeply involved in their own learning. For example, when children play together on a see-saw, staff do not support them to extend and develop their language. Children with additional needs are often left to explore the setting with minimal guidance from staff. This means that children do not consistently receive high-quality interactions.

Children are encouraged to be physical and use their large and small muscles. For example, children use a purpose-made track to jog around, and they have space to practise yoga with staff each day. Following the COVID-19 pandemic, staff want to ensure that children have a range of opportunities to be active.

## **What does the early years setting do well and what does it need to do better?**

- Children hear and respond with enthusiasm to nursery rhymes and stories that are sung and read to them. Staff use props in a nursery rhyme basket to stimulate children further when they sing familiar nursery rhymes. Staff plan regular trips for children to the local library. This helps to raise children's awareness of literacy and builds a love of reading.
- Children understand the nursery's routines and rules. They show that they are independent and self-sufficient. For example, children select small rugs from a basket and place them on the carpet. They then collect the toys they want to play with. They use them competently and then put the toys and rugs away correctly. Staff are close by to support children.
- Children show a delightful willingness to engage in planned activities. However, when children are left to explore the setting on their own, the atmosphere changes. The liveliness of the nursery hushes, as the children are barely engaging with one another.
- Staff comment that they feel valued and supported by the management team. However, the manager has not used staff supervision sessions and training to identify and address weaknesses in practice.
- Children have a short, daily reflective gathering where they share prayers. This limits children's learning about other faiths, cultures, traditions and beliefs. In addition, this does not support children to develop an understanding of diversity in the wider world.
- Overall, leaders and staff maintain positive relationships with parents. Communication between parents and staff is pleasant. This is clear through the

positive praise which parents have for staff. Parents are welcome in the nursery and they are supportive of the trips which staff offer to their children.

## Safeguarding

The arrangements for safeguarding are effective.

The manager follows appropriate recruitment and induction procedures. She completes suitability checks to ensure that all staff working with the children are suitable. Staff and managers demonstrate a good awareness of safeguarding practices. They understand the importance of recognising any cause for concern and are aware of the reporting procedures. Staff are trained to understand the provider's safeguarding policies and procedures. Safeguarding is given a high priority at this setting and fire drills are carried out regularly.

## What does the setting need to do to improve?

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

	Due date
provide opportunities to raise children's awareness and understanding of different cultures and beliefs	11/05/2022
improve staff supervisions to provide targeted training to improve the quality of teaching and to support staff in how to challenge and interact with children during activities to further enhance their learning.	11/05/2022

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

- plan activities which enable children to interact and play with one and other.

## Setting details

<b>Unique reference number</b>	EY555036
<b>Local authority</b>	Brent
<b>Inspection number</b>	10174631
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	On Track Montessori Limited
<b>Registered person unique reference number</b>	RP555035
<b>Telephone number</b>	07957 307296
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

On Track Montessori Limited registered in 2017. It is located in Wembley, in the London Borough of Brent. The nursery is open during term time from 9am to 3pm, Monday to Friday, except for bank holidays. There are 10 staff members, including the provider who holds a relevant early years qualification. The nursery follows the Montessori educational philosophy. It receives funding to offer early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Anne-Marie Giffits-Walker

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the leader and has taken that into account in their evaluation of the provider.
- The leader and the deputy manager joined the inspector on a learning walk. They talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke to staff and children during the inspection, and took account of their views.
- The leader and the inspector carried out a joint observation of an activity.
- The inspector reviewed a range of documents, including training and staff's suitability.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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