

Inspection of Neasden Montessori School

St. Catherines Church, Neasden Lane, London, Middlesex NW10 1QB

Inspection date: 7 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The passionate manager works tirelessly with their dedicated staff to implement an ambitious and engaging curriculum. They use the Montessori teaching method to great effect, throughout the nursery, to inspire children's learning and ensure that they benefit from diverse experiences. Staff have high expectations for what children can achieve and support children's learning very well. Children have exposure to experiences that help them to learn about people and the wider world. For example, meaningful learning takes place to support children to talk about different modes of transport. Older children confidently learn about what different forms of transport can be used on land, air and water to travel around the globe. This helps support children to develop a greater appreciation to find out about the world in which they live.

The staff team work closely with families and other professionals to ensure that children who may need extra support continue to make good progress. Staff have high expectations for all children and talk to them about the importance of rules and boundaries. They teach children to be kind and considerate towards each other and to use their manners consistently. Children behave very well. Children's emotional well-being is fostered well.

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

- Staff skilfully and sensitively guide children through a broad range of challenging activities. For example, older children explore the concepts of floating and sinking, and staff challenge them to predict, investigate and recap their understanding. For example, children excitedly hunt for objects that might float, test their ideas and then categorise them, working out that feathers always float. Pre-school children are inquisitive learners.
- Children develop good communication and language skills. Staff focus heavily on early language development, and use pictures, songs and stories skilfully to engage younger children in learning and using new words. Children show a particular love of books and excitedly help staff tell the stories, eagerly remembering what comes next and repeating the parts they know by heart.
- Enthusiastic and friendly staff have a good knowledge and understanding of how children learn and develop. Staff support children very well and have clear strategies in place to sequence their learning. They use observations to plan an interesting curriculum around children's individual interests and next steps in learning. For example, two-year-old children develop their hand strength and control as they twirl ribbons in the air. Children make good progress.
- A well-established key-person system supports children to form strong attachments and promotes their well-being. Staff encourage and support children to make choices and follow their own interests. Staff set good examples

and follow clear routines. However, at times, changes of activity are not well planned and these needlessly disrupt children's learning.

- Children develop a good understanding of a healthy lifestyle. They have daily opportunities for fresh air and exercise. Children follow good hygiene routines, such as washing their hands before eating. They develop good physical skills. Children learn to balance on ramps, they excitedly blow bubbles and laugh as they jump to pop them and learn to balance as they ride bicycles.
- Staff support children very well to manage their behaviour. Children listen, behave very well and help each other. They learn to cooperate together and take turns from an early age.
- The manager and staff work well together to create a strong team. They enjoy their work and feel well supported. For example, the manager offers regular well-being discussions at supervision meetings and offers regular training opportunities. This helps staff to provide a happy and welcoming environment for the children.
- Partnership working with parents is a strength. Recent changes in procedures due to the COVID-19 pandemic mean that parents no longer enter the nursery. Despite this, leaders have developed a range of other ways to share information about children's learning and development. Parents are very happy. They are complimentary about the staff and talk about the high level of support for families and how settled their children are here.

Safeguarding

The arrangements for safeguarding are effective.

The manager has thorough systems in place for the recruitment, induction and training of staff. Staff adhere closely to the robust policies, procedures and risk assessments, to fully promote children's health, safety and well-being. Staff demonstrate a good knowledge and understanding of all aspects of safeguarding matters. This includes their awareness of possible indicators of abuse and the procedures to follow in order to make timely referrals. Staff are vigilant in their responsibilities in relation to the 'Prevent' duty guidance. Regular health and safety checks help to ensure that the environment is safe, secure and clean for children.

What does the setting need to do to improve?

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

- develop consistency in how staff encourage children to build on their independence skills
- review and adapt routines to help children engage in play and learning to the highest levels at all times.

Setting details

Unique reference number	2503196
Local authority	Brent
Inspection number	10191381
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	74
Name of registered person	Firstpride Limited
Registered person unique reference number	RP527926
Telephone number	02082081631
Date of previous inspection	Not applicable

Information about this early years setting

Neasden Montessori School registered in 2018. It operates from St Catherine's Church Hall in Neasden in the London Borough of Brent. It operates weekdays between 9am and 3pm during term time. The nursery provides funded early education for two-, three- and four-year-old children. A team of six staff work with the children. All six staff hold relevant childcare qualifications at level 3 to level 4. The nursery follows the Montessori educational philosophy.

Information about this inspection

Inspector

Anahita Aderianwalla

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with managers and has taken that into account in her evaluation of the nursery.
- The manager joined the inspector on a learning walk of the premises and discussed how the curriculum is planned and implemented.
- The manager and the inspector carried out a joint observation of an activity.
- Parents spoke to the inspector and she took their views into account.
- The inspector observed the quality of teaching indoors and outdoors and evaluated the impact on children's learning.
- The inspector sampled some documentation, including staff suitability records.
- Discussions were held with staff and children at appropriate times throughout the inspection.

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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