

Inspection of Islamic Montessori School

Islamic Centre, Wood Lane, Stanmore HA7 4LQ

Inspection date: 24 May 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children thrive in this welcoming setting where they feel happy and safe. Staff are very kind, caring and attentive. They get to know children well. This helps to promote children's emotional well-being. There are extremely high expectations for children's behaviour. Children's behaviour is exceptional.

Children are motivated to learn. They join in with the wide range of opportunities and experiences on offer. Children develop their literacy skills and imaginations well. They write letters, place home-made stamps on envelopes and post them in the post box in the nursery. Children are supported to think about their role in the community and take part in local community events. For example, they contribute to local recycling projects. Children have regular opportunities to learn about different cultures and celebrations in ways that are meaningful to them.

Staff are very aware of the effects that the COVID-19 pandemic has had on children and are very sensitive to this. Children's communication and language have been a strong focus. Subsequently, children are confident communicators. All children make good progress from their starting points, including those who receive funded education and children with special educational needs and/or disabilities (SEND).

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

- Children who attend the nursery arrive happily and rapidly settle at their chosen activities. They develop superb social skills and build very meaningful friendships. Children's behaviour is excellent. They are extremely well mannered, polite and kind, and gain a deep appreciation of their friends and their own achievements. For instance, they welcome other children to join in with their games and tap themselves on the back after their own achievements.
- Children use mathematics during their everyday play and demonstrate a good understanding of the resources they need to explore measurement. For example, they use an extendable tape measure to measure their body parts and towers they build and compare heights and lengths. Children develop good mathematical and critical-thinking skills.
- Throughout the nursery, staff support children's communication and language development very well. Staff actively listen to children's views and are genuinely interested in their thoughts and opinions. Staff model new vocabulary to children and encourage them to take turns and listen to one another.
- Staff plan stimulating activities to enhance children's learning and further their understanding. Staff's teaching skills are mostly effective. However, at times, staff do not clearly consider what specific skills and knowledge they want children to gain through the activities they provide. This means staff do not

always focus precisely on what individual children already know and can do, to fully maximise learning and support children to have a depth of knowledge.

- The manager has high expectations of their highly qualified staff team. She provides access to a range of training courses to help staff support the children's learning and development. For example, staff use effective strategies to enable children with SEND, with speech and language development after completing training.
- Children have many opportunities to play energetically, indoors and outside. Children learn about their bodies and breathing as they take part in thoughtfully planned activities that promote mindfulness as well as physical exercise.
- Staff provide children with a range of nutritious healthy lunches. They take great care at mealtimes to ensure that children's dietary needs and individual requirements are met. However, during snack time, staff do not fully promote children's understanding of healthy eating. For instance, the contents of some children's snacks are not always healthy. Staff do not consistently share information with parents about the importance of their children bringing healthy snacks. This does not help children to gain a deeper awareness of good oral health and healthy eating habits.
- Parents speak highly of the nursery. They comment on the strong relationships between children and staff. Staff keep parents informed about their children's progress through an online learning journal. Parents comment that their children have come on in leaps and bounds.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff have up-to-date knowledge and a clear understanding of the signs that a child may be at risk of harm. All staff are aware of what to do if they have concerns about a child's welfare. The manager has effective procedures for the recruitment and induction of new staff to ensure the suitability of all staff working with children. Staff undertake daily checks to ensure that children play in a safe environment. Before children go outdoors, staff carry out risk assessments and continue to assess ongoing risk while they are in the garden.

What does the setting need to do to improve?

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

- develop further the staff's understanding of how to deliver the learning intentions for activities, so they clearly know what knowledge and skills they want children to gain
- consider ways to enhance information sharing with parents around encouraging children's healthy eating.

Setting details

Unique reference number	509007
Local authority	Harrow
Inspection number	10137977
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	35
Number of children on roll	38
Name of registered person	The Khoja Shia Ithnaasheri Muslim Community of London Committee
Registered person unique reference number	RP518911
Telephone number	0208420 7921(mob)07976 697 043
Date of previous inspection	13 November 2015

Information about this early years setting

Islamic Montessori School is Pre-school registered in 1993. It is situated in Stanmore in the London borough of Harrow. The nursery employs nine members of staff who work directly with children. Of these, all hold appropriate early years qualifications ranging from level 2 to level 5. There is a chef and a member of staff who works in administration. The nursery operates Monday to Friday, from 9am to 3pm, term time only. It provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anahita Aderianwalla

Inspection activities

- This was the first inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together and discussed the early years curriculum.
- The inspector observed staff interaction with children throughout the inspection.
- The inspector observed an adult-led activity and reviewed this with the manager.
- Parents shared their views of the setting with the inspector and gave feedback about their children's time at the nursery.
- The inspector spoke with the manager about the leadership and management of the setting.
- The inspector considered a sample of the nursery's documentation. This included a review of staff suitability and first-aid qualifications.

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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