

Inspection of Rise Montessori Nursery

Nursery Main Hall, Shree Swaminarayan Hindu Temple, Bridle Road, Pinner,
Middlesex HA5 2SH

Inspection date: 29 July 2022

Overall effectiveness	Good
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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

Children arrive at the setting happily waving goodbye to their parents. They independently change into their indoor shoes before choosing from a range of activities that support their learning. For example, children use dry rice and cups to pour and fill up the weighing scales. Staff deliver an ambitious mathematics curriculum. They weave counting and mathematical language into their interactions with the children. Children are keen and eager to learn and have a go. For example, children ask to practise writing and focus on carefully copying numbers drawn by the staff. They delight in working alongside the supportive adults.

Children happily sit together at group time, listening carefully to their friends and sharing their own thoughts. They discuss how they are feeling and staff model the language of emotions. Together, children sing their welcome song and place their names on the board. This helps them to have a sense of belonging and develop good social skills. Children, particularly the babies, form good relationships with their key person, which helps them to feel safe and secure. They enjoy being close to their familiar adult and look to them for reassurance.

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

- Leaders are ambitious in their vision and approach to early education. They strive for the best possible outcomes for all children. Managers work together to create a plan for future development. It uses feedback from parents and other professionals, such as the local authority, to identify areas for improvement.
- Staff help children to learn about healthy eating. For instance, they provide them with play dough and prompts to make fruit kebabs. This provokes discussion about healthy foods. Staff use non-fiction books to talk to the children about the properties of different fruit, such as cherries having stones. Children enjoy the sensory experience of rolling the play dough into different shapes.
- Leaders focus on children learning practical life skills that they need to prepare them for their future. This includes a strong emphasis on children becoming independent. Staff use mealtimes as an opportunity for children to develop their independence. For example, children line up to self-serve their food before carefully carrying their plate back to the table. Children are encouraged to use their forks and demonstrate excellent manners during mealtimes.
- Staff help to promote children's language well. They use clear language with younger children, role modelling single words. This helps children to copy and make good progress in their communication and language. Babies enjoy sensory learning experiences. For instance, they watch in awe as they tap on sensory tiles and enjoy painting with brushes and water.
- Leaders pay particular attention to supporting staff well-being. They provide staff with access to ongoing training and develop opportunities for staff wishing

to further their career. Staff have recently completed training to support children with their listening and attention skills. Leaders meet regularly with staff for supervision and to observe their practice.

- Leaders and staff have established positive parent partnerships. They meet with parents termly to discuss children's learning and development. Staff help parents to understand more about early years education and how they can support their children at home. For instance, they hold regular information evenings. Staff share information with parents daily through an online system. Parents speak highly of the staff and describe the atmosphere as 'warm, loving and fun'.
- Staff have a good understanding of the children that attend. They confidently identify what children need to learn next and how to support them to achieve this. However, on occasion, when planning activities, staff do not precisely identify what they want children to learn. This means that for some children, their learning is not challenged or deepened.
- Staff value and promote diversity throughout the setting. They teach children about a wide range of cultures and festivals, such as Hanukkah. Leaders recognise the importance of ensuring their resources reflect a diverse range of cultures. This helps children to learn about the wider community.

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise safeguarding. For instance, they complete audits to ensure they are meeting the safeguarding requirements. They regularly test staff's knowledge to make certain that they have a full understanding of their roles and responsibilities. Staff demonstrate a very good understanding of the signs and symptoms of abuse. They are aware of what to look out for that may indicate a child is at risk of radicalisation or female genital mutilation. Staff are confident in following the local safeguarding procedures to raise a concern about a child. Leaders follow robust recruitment procedures and monitor the ongoing suitability of staff.

What does the setting need to do to improve?

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

- support staff to plan and implement precise learning intentions for activities, so that children's knowledge is deepened and challenged.

Setting details

Unique reference number	2559337
Local authority	Hillingdon
Inspection number	10239391
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	70
Number of children on roll	47
Name of registered person	Rise Nursery Ltd
Registered person unique reference number	2559336
Telephone number	07459825401
Date of previous inspection	Not applicable

Information about this early years setting

Rise Montessori Nursery registered in 2020. It is situated in the London borough of Hillingdon. The setting cares for children aged nine months to five years of age. The setting is open from 8am until 6pm, for 48 weeks of the year. The provision employs 11 staff, eight of whom hold a relevant childcare qualification. The nursery offers early years educational funding for children aged two, three and four years.

Information about this inspection

Inspector
Jade Orosz

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 provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector and the manager carried out joint observations of group activities.
- The inspector spoke to several parents during the inspection and took account of their views.

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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