

Inspection of Bright Learners Montessori School

3 Staplton Road, Barnet, Herts EN5 4JJ

Inspection date: 9 August 2022

Overall effectiveness	Inadequate
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Inadequate
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Leadership and management	Inadequate
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is inadequate

The manager fails to ensure that children are adequately safeguarded. She does not fulfil her responsibilities to deliver training for staff. This means that staff do not have the knowledge that they need to identify the signs and symptoms of abuse that may indicate that a child is at risk of harm. Furthermore, the procedures for reporting concerns about children's welfare are not effective. Staff do not have a comprehensive understanding about how and who to raise concerns to. This is a breach of legal requirements and fails to safeguard children from possible abuse, which impacts on their safety, well-being and personal development.

Despite the weaknesses in safeguarding, children demonstrate that they are happy and feel settled at this setting. Children are busy as they engage in their play in the well-resourced rooms. Children who have only recently started at the setting seek out comfort from the nurturing and friendly staff. They develop secure bonds and are aware of the expectations for their behaviour. For example, staff follow a kindness-based approach to behaviour management. They teach children how to manage their feelings through breathing strategies and discussions about how 'sharing is caring'. This helps children to behave well and provide a calming atmosphere.

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

- Staff are not able to recognise and raise concerns should a child be at risk of harm. They are not briefed fully on the setting's safeguarding policy. This means that they are not always sure about who to make referrals to in the event of concerns regarding children's welfare. This jeopardises children's safety.
- Staff have a clear idea of the skills that they want children to develop during each stage of their learning. The setting is well resourced with a variety of toys and activities. Staff provide children with a broad range of varied experiences. They carry out detailed assessments to help them decide what children already know and what they need to learn next. This helps children to make good levels of progress.
- Staff consider how children learn best and adapt their teaching to meet their individual needs. They draw quieter children into their play sensitively. Staff use visual timetables and 'now-and-next' boards to help children to manage routines. Children with special educational needs and/or disabilities are well supported. Staff work well with wider professionals to secure the best outcomes for children's learning.
- Children's communication and language skills progress well. Staff ask children skilful questions that promote their thinking skills. Children solve problems and are confident and motivated to learn. For instance, staff encourage children to think about the best way to make models. Staff talk to children about the

meanings of words such as 'submarine' as they read stories. This helps children to extend their vocabularies. Children visit the on-site library and borrow books to read at home. This helps them to develop a love of reading.

- Children who speak English as an additional language are well supported and make rapid progress. Staff carefully consider a range of key words to teach children. Children quickly develop a good grasp of English. They have varied opportunities to celebrate their uniqueness, heritage and home languages.
- Children have plenty of opportunities to develop their independence. They prepare their snack and chop fruits. Children learn about foods that give them energy and how to live a healthy lifestyle. Babies have a go at feeding themselves. Children visit the local fruit market and supermarkets, equipped with a shopping list. They solve problems and develop their independence as they work together to find flour for baking activities.
- Children learn about how to keep themselves safe. Staff teach them how to brush their teeth and provide children with toothbrushes and toothpaste to use at home. Children learn about people who help them through visits from the police and firefighters. This helps to teach children to be respectful and contribute positively to society, preparing them for life in modern Britain.
- Parents are complimentary and appreciate the wider support which they receive. For example, the manager regularly signposts families to services and professionals that can help them further. This helps to raise outcomes for children. Parents praise the good progress that their children make. They loan story sacks and resources for children to use at home. However, staff have not yet implemented all of their plans to support parents on how to help their children further at home through planned workshops.

Safeguarding

The arrangements for safeguarding are not effective.

The manager fails to ensure that staff receive the necessary safeguarding training. This means that they have a poor awareness of the signs and symptoms of abuse which may indicate that a child is at risk of harm. Staff do not have an adequate knowledge about a range of safeguarding issues, such as extremism, radicalisation and county lines. Staff have risk assessments in place to ensure that the building and resources are safe for children. They make sure that only approved persons, who hold the relevant passwords, can collect children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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<p>ensure that staff's knowledge of the safeguarding policy and procedures is up to date, including the action to be taken where there are safeguarding concerns about a child, and in the event of an allegation made towards a member of staff</p>	<p>30/08/2022</p>
<p>provide training for all staff on the signs and symptoms of abuse and neglect, and how to respond to these in a timely and appropriate way.</p>	<p>30/08/2022</p>

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

- strengthen the support to parents and carers about how they can further their children's learning at home, such as by implementing the planned workshops.

Setting details

Unique reference number	EY563629
Local authority	Barnet
Inspection number	10194298
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	0 to 5
Total number of places	37
Number of children on roll	65
Name of registered person	Djelal, Hatice
Registered person unique reference number	RP514300
Telephone number	07508732085
Date of previous inspection	Not applicable

Information about this early years setting

Bright Learners Montessori School registered in 2018 and is situated in the London Borough of Barnet. It opens all year round, from 8am to 5pm, Monday to Friday. The setting employs eight members of staff. Of these, two hold qualified teacher status. Three members of staff hold relevant qualifications at level 3 or above. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jessica Copland

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 their children to learn.
- Parents shared their views of the setting with the inspector.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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