

Inspection of Harmony Montessori Nursery

Harmony Montessori Nursery School, Preston Park Cricket Pavilion, Montpelier Rise,
WEMBLEY, Middlesex HA9 8RG

Inspection date: 5 December 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

All children are happy to enter the setting and excitedly go to play. Staff take time to get to know each individual child and use a variety of teaching methods to support children to make good progress. Children demonstrate high levels of engagement in activities and are curious about what is going on around them. For example, children confidently use resources, banging metal pan lids and other items together to explore different sounds.

Children demonstrate learning by regularly recalling what they have learned in small groups and during free play. They enjoy talking about past activities they have taken part in. For example, children talk excitedly about the Christmas decorations they have in their own homes, while making candy cane decorations using pipe cleaners and coloured beads. Children demonstrate a clear understanding of the nursery's routine, behavioural expectations, and rules and boundaries. This supports them to behave very well. They are kind and courteous towards their peers and staff.

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

- Young children have strong attachments to their key person and staff. Babies smile at one another and babble as they begin to experiment with different sounds and enjoy singing their favourite songs using props.
- Children are very well supported by staff to become independent. Babies use spoons to feed themselves breakfast. Older children thoroughly enjoy skilfully serving themselves at mealtimes, grating cheese for their meals, and washing and drying their own plates afterwards. This prepares them well for their next stages of learning, including starting school.
- Staff are very responsive to children. They intervene and support when necessary. Children demonstrate a clear understanding of the rules and behavioural expectations of the setting. They are respectful to each other and show responsibility for their environment.
- Children's key persons have an in-depth knowledge of each individual child, their well-being, the progress they are making, and the next steps needed to further enhance their learning. The manager is highly supportive of families, and is proactive in seeking early help when needed, in partnership with the special educational needs coordinator. All children make good progress.
- Children are engaged and demonstrate enjoyment of the activities on offer. Resources are on low shelves, and babies and older children can access them easily. Staff support toddlers to investigate and explore different resources as they play. Overall, children make choices in their play. However, on occasion, younger children are not able to transfer some resources to different areas. This does not support them to consistently make their own choices, express

themselves and guide their own play and learning.

- Children are supported very well in their communication and language development. Toddlers and babies sing songs and use props from their special box to support their language development. Older children read books with their friends, and listen to and follow instructions, as skilful staff narrate, explain and introduce new words during play. Staff recite stories from story baskets, using exciting props to further support children's communication and enjoyment of reading.
- Children enjoy being outdoors in the fresh air. They pretend to make meals, stirring with large ladles and adding sticks and leaves they find on the floor to heavy metal pots. Children balance on tyres and crates around obstacle courses and enjoy walks and running in the large local park.
- Parents speak highly of the setting and are very pleased with the progress their children have made since attending, in particular with their communication and language development.
- Staff feel supported by senior leaders. Senior leaders work alongside the team, giving daily feedback on their practice. The manager implements a programme of training and support that helps to develop staff's practice and knowledge. However, this is not always precisely targeted for each individual member of staff, in order to raise the quality of teaching to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that robust policies and procedures are in place to protect children's welfare. For example, they ensure that appropriately trained senior staff are always available to respond to concerns regarding children's welfare. Staff have a secure understanding of the signs and symptoms of different types of abuse, including radical and extreme views and behaviours. They understand the need to refer any concerns that they may have in order to protect children from harm. Staff are aware of whistle-blowing procedures and understand their responsibility to report concerns regarding staff practice. Staff's suitability to work with children is reviewed regularly and safer recruitment guidelines are followed.

What does the setting need to do to improve?

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

- give children more opportunities to guide their own learning by making choices and decisions about what they do and the resources they use
- sharpen professional development and support staff precisely in raising the quality of teaching to the highest level.

Setting details

Unique reference number	EY284943
Local authority	Brent
Inspection number	10233650
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	1 to 4
Total number of places	50
Number of children on roll	47
Name of registered person	Harmony Montessori Nursery Limited
Registered person unique reference number	RP910326
Telephone number	0208 9085678
Date of previous inspection	14 March 2017

Information about this early years setting

Harmony Montessori Nursery registered in 2004. It is situated in Preston Park in the London Borough of Brent. The nursery is open each weekday, from 8am to 4.30pm, for 42 weeks a year. The provider employs 10 members of staff, of whom eight hold relevant early years qualifications between levels 2 and 4. In addition, there is a cook, a kitchen assistant and an office administrator who work at the nursery. The nursery follows the Montessori educational philosophy and has been accredited by Montessori Education UK. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anahita Aderianwalla

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 inspector and the deputy manager completed a learning walk together across all areas of the setting and discussed the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact on children's learning and development.
- The inspector held discussions with deputy manager, staff, children and parents at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of a communication and language activity with the deputy manager and discussed the impact of teaching on children's learning.
- The inspector looked at a sample of relevant records and documentation, including evidence of staff suitability and training.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022