

# Inspection of Papillon Montessori 1

St Marys Cricket Club, Headstone Lane, HARROW, Middlesex HA2 6NF

---

Inspection date: 5 December 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

## What is it like to attend this early years setting?

### The provision is good

Children are very happy at this nursery. They build strong bonds with staff and respond well to the staff's calm, caring and positive interactions with them. Children eagerly approach staff to play alongside them, or for comfort or reassurance. Children learn to play well alongside their peers due to the effective role modelling by staff. For example, they play together in the role-play area, making a pretend picnic for each other, or work as a team to solve a puzzle. They develop teamwork and conversational skills while they hold two-way discussions as they play.

Children behave well. They understand staff's expectations of them clearly. Children benefit from well-embedded routines. For example, children happily join in circle times and sit well on their chairs as they eagerly participate in the songs and discussions.

Children are confident and enthusiastic learners. For example, they perform their parts in the Christmas play with pride and concentrate well on developing their skills at using glue by making collages. Children feel proud to carry out responsibilities and help their peers. They develop their self-esteem as they carefully stack chairs or collect carpet spots, which help children to find where they sit.

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

- Staff carefully consider how to support children to make good progress in their communication and language. Staff use a wide variety of ambitious words with the children. For example, they explain how animals are 'hibernating' for the winter. Staff incorporate many songs and stories into their curriculum. This supports children to develop a wide range of vocabulary
- Staff teach children important skills so that they make good progress in their personal, social and emotional development. Children take turns well as they queue up to go down the slide. Staff support children to use good manners. For example, children say please and thank you as they take fruit and vegetables for their snack. These important skills will help children in the next stage of their learning journey.
- Staff regularly reflect on their practice and how they can improve as a team. They work to improve their practice through regular training and reading. This leads to good outcomes for children.
- Leaders support children with special educational needs and/or disabilities (SEND) very well. They work closely in partnership with parents and external professionals to ensure that children get the support they need. Staff implement strategies that these external professionals recommend, to help children make

progress and meet their individual learning goals. Staff give specific children regular one-to-one support to help them to achieve their targets.

- Staff build strong parent partnerships. They take time to meet parents regularly, to discuss the progress that their children are making and how they can support them at home. This supports children to transition well between home and nursery.
- Staff are passionate about understanding the individual needs and interests of each child. They carefully consider how to use these individual needs and interests to support children with their learning. Staff understand what their key children need to learn next to make progress. They plan how to help children to achieve these next steps in their learning. This means that children make good progress overall.
- Staff provide many opportunities for children to develop their hand-eye coordination and strengthen the small muscles in their hands. For example, children push, squeeze and press play dough, or build constructions using blocks. Children benefit from the large outdoor space that they have to run around in. They enjoy moving to music. For example, they jump along as they sing 'hop, little bunny' or perform the actions to 'heads, shoulders, knees and toes'. They participate in regular gymnastics sessions provided by a specialist. However, staff do not always consider how to support children to develop specific physical skills, such as climbing, balancing and jumping, during daily play. For example, the slide provided for the children is not sufficiently challenging to allow children to develop their physical skills and to challenge all children. This does not support children to learn how to take appropriate risks.
- Occasionally, staff ask children too many closed questions. They do not always give children enough time to think through their answer. On these occasions, this does not support children to make progress in their communication and language.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of what to do if they have concerns regarding a child's well-being. They attend regular training to ensure their safeguarding knowledge is up to date. Important safeguarding information is clearly displayed in the setting for staff to access if necessary. The manager has a good understanding of safeguarding procedures and knows where to go for further support if necessary. Processes for recruitment are robust.

## What does the setting need to do to improve?

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

- consider how to help children learn to take appropriate risks

- consider how to support staff to develop their questioning techniques.

## Setting details

<b>Unique reference number</b>	509135
<b>Local authority</b>	Harrow
<b>Inspection number</b>	10234579
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Vithlani, Devi Prashant
<b>Registered person unique reference number</b>	RP906801
<b>Telephone number</b>	02084282281
<b>Date of previous inspection</b>	20 January 2017

## Information about this early years setting

Papillon Montessori 1 pre-school registered in 1997. It is located in the London Borough of Harrow. The pre-school opens from 9.15am to 3.45pm, each weekday, during term time. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school follows Montessori teaching methods. It employs four members of staff, all of whom hold appropriate early years qualifications.

## Information about this inspection

### Inspector

Jenny Gordon

## Inspection activities

- This was the first routine inspection the setting 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 the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the manager.
- Children spoke to the inspector about what they enjoy doing within the setting.
- The inspector observed the interactions between staff and children.
- The inspector held discussions with staff and parents and took their views into account.
- The inspector held discussions with leaders about nursery practices and procedures.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022