

Inspection of Wetherby House Montessori Ltd

Cornerways, Green Lane, NORTHWOOD, Middlesex HA6 2UT

Inspection date:

17 January 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are happy to come to this nursery. They form warm relationships with staff. For example, pre-school children excitedly share their learning with staff, or tell them about what they have been doing at home. Babies approach staff for a cuddle if they need reassurance. This helps children to feel safe and secure within the setting.

The quality of interactions between children and staff is variable. Children engage well with the variety of activities on offer. For example, they explore the inviting outdoor space or take part in yoga, Spanish, baking or visits to the local library. Staff get down to children's level as they play. However, on occasion, staff do not use sufficient language with the children during their play. Therefore, some children do not make consistent progress in their communication and language.

Children behave well most of the time. Some staff clearly explain their expectations of children's behaviour and offer clear praise when children meet these expectations. On these occasions, children behave well. However, at other times, staff do not support children well enough to understand how to share and take turns. On these occasions, children do not behave as well and occasionally become frustrated and snatch from their peers.

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

- The nursery has been through a challenging time in recent months with regards to staffing. There has been a high turnover of staff. This has meant that key persons have not been consistent for some children. This has impacted on children's progress across the curriculum.
- A new manager has now been appointed. The new manager has the skills and experience to work together with other leaders to successfully move on from this challenging period. This will help every child to make good progress.
- The curriculum for communication and language is variable. Some staff use high-quality interactions with children. These staff model a wide range of new vocabulary as they play with the children. For example, staff talk about 'shiny ovals' as babies explore shapes. They use stories and songs to support children to develop their vocabulary. However, other staff play alongside the children but do not narrate effectively as children play to support children to widen their vocabulary. At times, staff do not use accurate English to model language to children. On these occasions, children make less progress in their communication and language development.
- The curriculum for personal, social and emotional development is inconsistent. Some staff support children very well to develop important skills, such as sharing and turn taking. On these occasions, staff praise children as they take turns to

use the tongs to serve themselves lunch, or they play turn-taking games with the children. However, at other times, staff do not support children to learn positive behaviours well enough. For example, when children argue about using a CD player, instead of supporting the children to learn how to take turns with this, staff take the it away. This does not support children to learn important social skills, such as turn taking.

- At times, staff lead children to areas of the room or lift them up and move them without explaining what they are doing or asking for consent first. This does not support children to develop their understanding that they have autonomy over their own body.
- Children develop well in their physical skills. They develop their fine motor skills and hand-eye coordination well as they press, squeeze and pull clay, pour water between containers or stick shapes onto paper. Children develop their gross motor skills as they climb up stairs and crawl down slopes, balance along a beam or ride trikes. This supports children to progress well in their physical development.
- Some staff can explain what key children know and need to know next. They then support them to achieve these next steps as they play. However, others are unable to explain what the next steps in their key children's learning are. Therefore, they do not plan opportunities to support these children in making progress. This means the progress that children make is variable.
- Staff participate in professional development opportunities, including online and in-person courses, as well as regular supervision meetings with the manager. However, leaders do not currently plan targeted support for individual staff based on any weaknesses in practice that they identify. This impacts on the progress that some children make. However, the new manager has a clear understanding of inconsistencies within rooms and how to support staff to develop their teaching skills, where necessary. If implemented well, this will improve outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders keep their safeguarding knowledge up to date through regular training. They have a good understanding of processes to follow if they have concerns about a child's well-being. Leaders provide regular safeguarding training to staff. Most staff understand the processes to follow if they have concerns about the well-being of a child or the conduct of a member of staff. All staff understand where to find key information, such as important phone numbers, which is clearly displayed in the setting. Staff make good use of ongoing risk assessments, to identify any risks to children and mitigate these throughout the day. This helps to keep children safe.

What does the setting need to do to improve?

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

- ensure that all staff have the necessary skills to implement the curriculum consistently and to a high standard
- ensure that there is an effective key-person system in place, where every key person is able to explain children's progress, next steps and plan how to support children to achieve these next steps
- ensure that the curriculum for communication and language is sufficiently ambitious across every room so that all children make good progress in their communication and language development
- consistently support children to understand how to display positive behaviours, such as turn taking and sharing.

Setting details

Unique reference number	EY545461
Local authority	Hillingdon
Inspection number	10267404
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	70
Number of children on roll	65
Name of registered person	Wetherby House Montessori Limited
Registered person unique reference number	RP910180
Telephone number	01923841368
Date of previous inspection	3 January 2019

Information about this early years setting

Wetherby House Montessori re-registered in 2017. The nursery is open Monday to Friday, from 7.30am to 6pm, all year round. The provider receives funding to offer free early education for children aged two, three and four years. There are 20 members of staff, of whom 15 hold appropriate qualifications, ranging from level 2 to 6. The nursery follows the Montessori educational philosophy.

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.

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