

# Inspection of Rayners Lane Montessori

BEACON COMMUNITY CENTRE, Scott Crescent, Harrow HA2 0TY

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Inspection date: 14 February 2023

**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 Good

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

### **The provision is good**

Children show that they are very happy, confident and settled. They quickly build secure attachments with their key person. Babies actively explore sensory activities and receive encouragement to point to items when they look at board books. When babies are tired or upset, staff hold them close and gently comfort them with great care.

Children behave very well and follow instructions. Staff demonstrate polite and courteous relationships towards the children. This helps to provide a good model for children's behaviour. Children are encouraged to think about others, share and take turns. Children play imaginatively in the outdoor sand tray and talk about the 'cakes' they have made. They are delighted as they construct with play bricks using building tools. Children learn about growing things and minibeasts in the planting area. They increase their counting skills through matching numbers to ladybirds.

All children develop excellent physical skills. For example, they learn about the different ways that they can balance their bodies on obstacles. They excitedly show the inspector how they can kick a ball in the playground. Babies confidently climb over and crawl through equipment. Children exclaim with delight as staff encourage them to investigate patterns using mud and water. Children also demonstrate fine muscle skills through activities, such as painting with water brushes outdoors, tracing around shapes and learning to form letters and drawing.

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

- All children make good progress from when they first start. Staff ensure that children with special educational needs and/or disabilities take an active part in all activities. This increases their learning ability. Staff are also very effective in supporting children who speak English as an additional language. They help them to communicate effectively and use their home language. For instance, children read books in different home languages, made with help from parents.
- All children enjoy a wide range of rhymes and stories, indoors and outdoors. Staff are skilled at capturing children's interest in learning new vocabulary. Children listen intently as staff read in an expressive way. This supports children to develop a love of books and reading. Staff also support children's communication and language development through games, such as 'talking tubes'.
- The manager and staff use excellent ways to ensure that communication and relationships with parents continue to be effective. For example, there are drop-in sessions for parents to take part in creative play with their children. Leaders have implemented a cultural variety in healthy meals after suggestions from parents. Key persons share their observations and assessments with parents

verbally and using an online learning journey.

- The manager's intent for the curriculum is clear for all children. Overall, staff design a curriculum that builds on what children already know and use their interests to inform planning. However, at times, staff do not always listen and respond more effectively to what children say. They do not consistently ask questions, so that children make connections with prior knowledge and learning.
- Children are encouraged to be independent in their own self-care skills. For example, they learn about brushing their teeth and choosing healthy snacks. They eat freshly cooked and nutritious meals, according to their specific dietary needs. Staff further support children's health and well-being through daily routines. For instance, younger children and babies are supported to feed themselves. Older children serve themselves and empty their plates at the end of meals.
- Staff receive regular supervision meetings to reflect on their practice. They benefit from undertaking training to further develop their knowledge and skills. The manager supports the team very well and provides opportunities for staff to discuss the children's care.
- Staff have high expectations for all children. For example, they praise children's efforts when they have achieved a goal. This helps to build children's confidence in their abilities and reinforces their positive attitudes to learning. At times, staff do not always let children persevere with a difficult or new task before help is offered.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are confident in their knowledge of child protection issues. They can identify the signs and symptoms which may indicate that a child is at risk of harm. Staff know who to contact if they have concerns about a child's safety and welfare, including if an allegation is made against a member of staff. The manager ensures that all staff frequently attend safeguarding training to update their knowledge. Leaders work in effective partnership with outside agencies, so that children are safe. Staff maintain a safe environment for children. They complete thorough risk assessments to help ensure that the areas of the premises and outdoor space that children access are safe and suitable.

## **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 check on children's understanding and build on children's prior learning, to further extend their learning
- give children more time to think and respond to challenging activities, to further promote their learning resilience.

## Setting details

<b>Unique reference number</b>	EY496665
<b>Local authority</b>	Harrow
<b>Inspection number</b>	10265330
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Pajpani, Anila Ashok
<b>Registered person unique reference number</b>	RP513288
<b>Telephone number</b>	0208 423 0878
<b>Date of previous inspection</b>	2 June 2017

## Information about this early years setting

Rayners Lane Montessori registered in 2015 and operates in Rayners Lane, Harrow. The provider employs eight members of childcare staff, six of whom hold appropriate early years qualifications at level 2 and above. The nursery opens from 8am to 6pm on Monday to Friday, all year round. The nursery follows the Montessori method of education.

## Information about this inspection

### Inspector

Mrig Divecha-Talker

## 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 and the inspector completed a learning walk and discussed how the curriculum and setting are organised.
- The manager completed a joint observation with the inspector to evaluate the quality of education.
- The inspector reviewed a sample of relevant documents, including staff suitability checks, procedures and other records regarding health and safety.
- The inspector observed the quality of education, indoors and outdoors, and assessed the impact this has on children's learning.
- Parents, children and staff spoke to the inspector at convenient times during the inspection, and their views were taken into account.

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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