

Inspection of Honey Bears Montessori

Eastcote Methodist Church, Pamela Gardens, PINNER, Middlesex HA5 2QU

Inspection date: 22 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are greeted warmly by friendly and welcoming staff as they arrive at the setting. They separate from their parents with ease. They find their names to self-register, which gives them a real sense of belonging. Staff build strong relationships with the children, helping them to feel safe, secure and confident in the environment. Children follow the daily routine, which is displayed in picture form on the wall. Children understand their individual responsibilities at snack and mealtimes. They independently get their plates and cutlery to eat their lunch, and know to tidy away afterwards.

The setting follows the Montessori approach and children thoroughly enjoy the experiences provided for them. Children learn all about the world around them as they visit the forest school in the local park. Staff talk to children about road safety as they cross the road on their journey. At the setting, the children have access to daily physical activities. They enjoy moving around the garden area on tricycles and going down the slide. Children attend gymnastics and yoga classes in the large hall, developing confidence in their physical skills.

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

- Leaders clearly explain their curriculum and the Montessori approach. This is successfully understood by staff. They provide children with opportunities to extend their knowledge in their independently chosen activities. For example, in the mathematics area, children know the activities get progressively harder as they move from left to right on the shelf. However, when staff join children's play, they do not always allow children time to think of ideas independently. Therefore, they do not always have opportunities to develop their thinking skills further.
- Children, particularly children who speak English as an additional language, make good progress in all areas of their learning. Staff communicate with children in both English and their home languages. This helps them to become confident communicators. For example, they enjoy listening to stories, talking with staff about what they can see in the pictures. Staff talk to children about their own experiences of events in the book. They listen intently to each other, and wait for their turn to speak. This helps children develop their conversational skills.
- Children concentrate at activities for long periods of time. For example, they choose an activity where they transfer water from one container to another. They practise and use trial and error methods to move the water using the pipettes. Other children choose their own activities and take them to the same table. However, staff do not always encourage children to play together or help each other with their activities. Children mainly complete tasks on their own,

which does not help them to develop their social skills.

- Children are encouraged to be independent throughout their day at the setting. When going out in the garden, children get their coats and outdoor clothing and use different techniques to put them on. Children understand from a young age how to manage their own personal hygiene. They can wipe their own noses and clean their faces independently.
- Parents speak of their children's love of the setting. They watch as their children happily run into the setting. Parents talk of the development they have seen in their children since they started. They are knowledgeable about their children's development and enjoy accessing the online portal available to them.
- The provider and management team support the staff well. They have regular meetings to discuss their development. Staff feel their mental well-being is well supported. They have worked at the setting for a long time. Staff have access to regular training opportunities and enjoy embedding their learning into their everyday practice. All staff are highly passionate about their roles and enjoy coming to work. They are aware of online safety. However, they do not use all opportunities to develop children's understanding of being safe online.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of the signs and symptoms of abuse. They are aware of the whistle-blowing policy and when to use this. Staff are confident in their knowledge of the reporting lines for allegations against members of staff. They understand the wider issues in society such as the 'Prevent' duty and county lines. Regular training ensures that staff's knowledge is kept up to date and enhances their knowledge of issues in the local area. Headcounts are completed regularly to ensure that children are safe in the setting.

What does the setting need to do to improve?

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

- allow children sufficient time to develop their own thoughts and ideas during play
- make the most of all opportunities to support children to interact and play with each other, to further enhance children's social development
- develop staff knowledge to support children's understanding of online safety.

Setting details

Unique reference number	EY389083
Local authority	Hillingdon
Inspection number	10265049
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	28
Name of registered person	Kassam, Sajeda
Registered person unique reference number	RP904395
Telephone number	0208 4261855
Date of previous inspection	23 May 2017

Information about this early years setting

Honey Bears Montessori registered in 2009. The setting is located in Eastcote, in the London Borough of Hillingdon. It is open each weekday, from 8.15am to 4pm, during school term time. There are nine members of staff, of whom eight hold relevant early years qualifications at level 4 and one at level 3. The setting follows the Montessori educational philosophy. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Smith

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 children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation during an activity.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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