

# Inspection of Queens Park Montessori and Sakutu Montessori School Club

346 Dollis Hill Lane, London NW2 6HL

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Inspection date: 2 March 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 leave their parents happily and are greeted by warm and welcoming smiles from staff. They are happy in their environment and busy themselves with various activities that are on offer. The atmosphere in the nursery is calm and relaxing as children freely explore and choose the activities they engage with. Children use their imagination in the home corner and pretend to cook various meals. Others create pictures using paint and talk enthusiastically to staff about what they have made.

Children join in with group time in the morning. They introduce themselves, and staff talk about the days of the week and the weather. Children are prompted to talk about the rules of the setting. They talk about being kind to each other. Children's behaviour is good. They understand the rules and boundaries of the setting. Children talk about how they must tidy the toys away after each activity before beginning another one. They show a 'can do' attitude. Staff support children to persist with difficulties that they face. For example, as children stack wooden blocks, staff encourage them to think about the size order that they need to stack them in so they balance. Staff praise them when they get it right.

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

- Staff use lots of opportunities to introduce mathematical concepts to children. For example, they talk about the shapes of moulds that children use in the sand. Staff count pegs as they attach them to an object. Older children count sticks and match them with the correct number displayed.
- Children have vast opportunities to learn about the world around them. They are encouraged to celebrate their individuality. Staff invite families into the nursery to celebrate diversity and culture. Children and families dress in their traditional clothes. Children are taught about different religions as part of the nursery curriculum. Staff teach children about how to look after the environment. For example, children explain confidently which bin their rubbish goes into. They tell their friends that one is the food bin and one is the recycling bin.
- Staff support children's language well. They display text around the room so children are introduced to print. Staff use opportunities during activities to introduce new words. They use introduce the concept of colours to younger children as they thread large buttons onto string. However, through staff's enthusiasm to teach children, they ask many questions in quick succession and children do not have time to answer. As a result, children are unable to share their opinions and build on existing language.
- Children are taught to be extremely independent. They access their own activities and tidy them away when they are finished. Before they go into the garden, children put on their shoes and coats. Staff support children to develop

their independence through sequenced learning. For example, children use a frame with buckles on it to practise opening and fastening buckles.

- Staff form good partnerships with parents and external agencies. This helps to ensure that children with special educational needs and/or disabilities are well supported. Staff quickly identify each child's needs and put plans in place to ensure that all children make good progress.
- Children have opportunities to be active and have access to a good-sized garden space. They kick balls and play catch. Children enjoy playing with ride-on toys, which contributes to a healthy lifestyle. Staff work well with parents to ensure that children bring healthy food in for their lunch. However, staff do not consistently use opportunities at mealtimes to talk to children about the importance of healthy eating or where foods come from.
- Parents comment that they are happy with the progress their children make. The nursery staff regularly share updates with parents and carers about the new things that their children are learning. Staff gain regular feedback from parents to develop their curriculum.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good knowledge and understanding of how to safeguard children. They understand how to recognise any signs or symptoms of abuse. This includes keeping children safe from radicalisation and female genital mutilation. Staff understand what to do if they have a concern or suspect that a child is at risk of harm. All staff attend training from the local authority and take opportunities to discuss safeguarding issues during team meetings. Risk assessments are carried out daily to help ensure that hazards are minimised. The manager understands her role in ensuring that all children are safe and how to report any concerns she may have.

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

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

- allow more time for children to be able to respond to questions and express their own ideas
- develop staff's knowledge of how to promote children's understanding of healthy eating.

## Setting details

<b>Unique reference number</b>	EY410556
<b>Local authority</b>	Brent
<b>Inspection number</b>	10276426
<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>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Doherty, Filmah Fatu
<b>Registered person unique reference number</b>	RP909538
<b>Telephone number</b>	07961181162
<b>Date of previous inspection</b>	14 July 2017

## Information about this early years setting

Queens Park Montessori registered in 2010. It is situated in Cricklewood, in the London Borough of Brent. The nursery opens from 8am to 6pm, five days a week, during school term time only. There are four members of staff, all of whom hold appropriate early years qualifications at level 2 or above. The nursery follows the Montessori educational philosophy. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Amy Clarkson

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and have taken that into account in their evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 checked a sample of documentation, including evidence of staff's suitability and training.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.

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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