

Inspection of On Track Montessori Limited

Brent Indian Association, Community Resource Centre, 116 Ealing Road, Wembley, Middlesex HA0 4TH

Inspection date:

14 March 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

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Most children demonstrate that they are happy and secure. They separate from their parents easily and are eager to learn. However, for some children, the move between home and the nursery is not as smooth as it could be. Key people are not always available to settle children who are relatively new to the setting. This impacts on children's emotional well-being as well as their learning overall.

Leaders are very enthusiastic and design a curriculum that covers the seven areas of learning. However, some weaknesses in teaching remain, which is hindering the nursery's ability to reach a good overall standard. Initial plans are in place to improve the implementation of the curriculum and quality of teaching. That said, children are happy and enjoy their time in the nursery. They have opportunities to strengthen the small muscles in their hands. They roll balls out of play dough and explore with sand. They also practise posting and sorting different-sized objects and materials. Staff encourage children to make marks and practise the use of scissors. Children generally behave well and develop strong relationships with their peers.

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

- Leaders have a vision to improve the quality of the nursery. However, changes are in their infancy and not yet embedded. The curriculum is not yet monitored well enough to swiftly identify and rectify all weaknesses in teaching. Although staff feel supported, the help provided is not yet targeted to enhance staff's teaching skills.
- Children have access to books throughout the setting. However, staff do not consistently promote or encourage regular reading opportunities, in order to develop a love of reading. Staff do not always consider children's skills and abilities when organising story time. This results in some children lacking engagement and they look for something else to do.
- The key-person system currently in place is not always effective. On occasions, staff do not spend quality time with their key children, especially during the settling-in period. This does not help children to form secure relationships with familiar adults.
- Staff do not always effectively plan and deliver large-group activities to meet all children's needs. As a result, some less-confident children do not join in as much as possible and do not benefit from the learning experience. For example, some children get distracted and walk away during a counting activity.
- On occasions, noise levels become too high in the nursery. When this happens, staff are not consistently aware of minor disagreements occurring with children as they play, in order to support children's emotional needs.
- The outdoor area is used well to support children's physical development.

Children participate in appropriately challenging and vigorous physical activities. They stretch, balance and practise their coordination. Children also observe the impact of the physical activity on their body and do breathing exercises.

- Staff ensure that parents provide healthy snacks for children. They teach children effective hygiene practices. Children gain important self-care and independence skills. For example, they use the toilet themselves and put coats on before going to play outdoors.
- Children start the session at the nursery with an expression of gratitude for the world they live in. They learn about different festivals and regularly explore their local community. This helps them to develop an understanding of other cultures, respectfulness, and an appreciation of diversity.
- Parents are happy with the setting. They comment on the progress that their children have made, and say that they would recommend the nursery to other families.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff undertake relevant safeguarding training. Staff have a clear understanding of their role in protecting children who may be at risk of harm. They are alert to possible indicators of when a child may need help and know the relevant agencies to contact for guidance. Staff are aware of the correct procedures to follow should there be an allegation. The premises are secure and staff carry out daily checks of the indoor and outdoor environment to ensure that these remain safe for children. Leaders ensure that staff hold appropriate first-aid qualifications.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the key-person system so that staff spend quality time with their key children to support their emotional well-being during key times of the day.	12/05/2023

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

- strengthen the monitoring of the curriculum and provide staff with support to raise the quality of education to a consistently good or higher level
- strengthen teaching to support children to better engage with story time, to

enhance their early literacy skills further

- review group-time activities to ensure that all children's learning needs are consistently met
- reduce noise levels to enable staff to be more aware and available for children, to fully support their emotional needs.

Setting details

Unique reference number	EY555036
Local authority	Brent
Inspection number	10244175
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	28
Number of children on roll	44
Name of registered person	On Track Montessori Limited
Registered person unique reference number	RP555035
Telephone number	07957 307296
Date of previous inspection	20 April 2022

Information about this early years setting

On Track Montessori Limited registered in 2017. It is located in Wembley, in the London Borough of Brent. The nursery is open during term time from 9am to 3pm, Monday to Friday, except for bank holidays. There are 11 staff members, including the provider, who hold relevant early years qualifications. The nursery follows the Montessori educational philosophy. It receives funding to offer early education for children aged two, three and four years.

Information about this inspection

Inspector
Agnes Wink

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed all areas of the nursery and discussed the safety and suitability of the premises.
- The manager led the inspector on a learning walk and talked to the inspector about what they want children to learn.
- Children shared their views with the inspector.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023