

Inspection of Cannon Barn Montessori School

Cannon Barn, Hereford Gardens, Pinner HA5 5JR

Inspection date: 5 May 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 arrive happily and separate easily from their parents as they are eager to see peers and staff in the setting. Parents praise how well children settle in, as allocated key persons ensure they get as much information as they can to support each child as they move into the setting. Parents continue to feel involved with their child's learning and development as staff share observations and photographs online and during drop-off and collection times.

Children of all ages enjoy a range of planned activities. For example, each group has daily circle time. Children enthusiastically sing as they participate in the actions for favourite songs and rhymes. Children, including babies, smile as they rock to and fro in time to the tune. Older children hold hands with their friends, laughing when they scream and request more songs.

All staff know the children well. Interactions between adults and children are kind, gentle and playful. Children respond well to requests made of them and behaviour is good. Older children move around purposefully, selecting resources and remaining on task until they complete their chosen activity. Younger children are offered choices, with staff on hand to support or guide if needed.

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

- Children enjoy daily circle time activities. They come together to build on what they know about the days of the week and to discuss the weather. Staff thread favourite rhymes and songs into the session. Children have opportunities to play with their peers. They join hands when rocking their 'boat' to and fro.
- Children can freely access a range of books. Staff use story sacks to make storytelling more interactive. Children choose to be a character, eager to act their part, and can recall repeated phrases. On occasions, some staff do not include opportunities to count and use mathematical language to build on what children already know.
- Staff continually assess children's development. An embedded cycle of 'observe, plan, do and review' ensures that practitioners have high expectations for all children's learning. Celebrations, coffee mornings and parents' evenings all support a strong sense of community.
- Staff in each area of the nursery come together to plan. Key persons ensure that the learning needs of individual children are known by all staff. Staff identify possible lines of development and these are displayed using footprints to clearly identify the short-term focus of learning for each child. This helps to ensure all children make the best possible progress.
- Leaders and managers share how teaching children to be independent is a curriculum focus. Staff encourage children to develop their awareness of self-

care. For instance, children wash their hands in preparation for snacks and meals. However, on occasions, some staff do not make the most of the daily routine to support independence, as they cut fruit and serve lunch and drinks directly to children. Older children are learning what they can eat to stay healthy.

- Parents highly praise staff in this setting. They share how additional support or emerging needs for their child have been quickly and efficiently addressed. Parents also feel incredibly well supported as staff work in partnership to devise strategies to support any challenges experienced in the home. For example, staff offer support with tips to develop routines for meals, sleep and toilet training. Parents have found the advice invaluable.
- Leaders and managers place a high importance on the training and development of the full staff team. They evaluate the impact of training by observing staff practice. Managers provide training on a range of topics that have a positive impact on the children. This ensures that the quality of teaching practice is consistently good.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a good range of safeguarding knowledge on issues or topics that may impact on the children or families in their care. All staff are clear on what they would do if they were concerned a child was at risk of harm. Daily health and safety checks and risk assessments are completed to ensure children remain safe from harm. Doors are coded and areas separated by gates to ensure children have safe and secure environments in which to play. Closed circuit television covers the building and can be viewed from the office, where leaders and managers keep an overview of the setting.

What does the setting need to do to improve?

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

- use everyday activities and routines as opportunities to develop children's independence
- enhance the curriculum to support mathematical development in relation to children's knowledge and understanding of mathematical language and number.

Setting details

Unique reference number	EY470773
Local authority	Harrow
Inspection number	10280328
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	102
Number of children on roll	83
Name of registered person	Thavendrarajah, Janani
Registered person unique reference number	RP512712
Telephone number	07947127225
Date of previous inspection	5 September 2017

Information about this early years setting

Cannon Barn Montessori School registered in 2013. It operates from a purpose-built building in Pinner, in the London Borough of Harrow. The nursery is open Monday to Friday from 8am to 6pm, for 49 weeks of the year. The provider receives funding for the provision of free early education for children aged three and four years. There are 26 staff, 17 of whom hold relevant childcare qualifications from level 2 to level 4. The manager has an early years degree. The provider also employs a trained chef. The nursery operates in line with the Montessori educational philosophy.

Information about this inspection

Inspector

Bernie Dunne

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic, and the impact of the pandemic was discussed with the manager.
- The inspector had a tour of the premises and completed a learning walk with the manager.
- Leaders and managers described how the environment and the curriculum are organised.
- The quality of teaching and learning was observed by the inspector.
- At appropriate times during inspection, the inspector spoke to staff and children.
- The inspector spoke to parents and considered 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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