

Inspection of Twinkle Stars Montessori Nursery

St Edmund the King Parish Hall, Pinner Road, NORTHWOOD, Middlesex HA6 1QS

Inspection date: 18 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 benefit from the successful partnerships that leaders have formed with parents and other professionals. Leaders engage the whole community in raising children. For example, staff arrange for staff from the local library to visit to run story sessions. They organise for staff from local children centres and schools to visit to help children feel secure when they join the setting or prepare to move on to the next stage in their education. This helps children to develop a strong sense of belonging in their neighbourhood.

Children access Montessori equipment and teaching methodology as well as a wide range of activities that promote their development. They become highly engaged in their learning and demonstrate this in their play. For example, when children learn about people who help them, they become involved in rich role play where they pretend to be a doctor.

Children demonstrate their joy in developing their early literacy skills. They laugh together as they make up silly rhymes. Children choose to sit with their friends to play with letters and demonstrate their knowledge of letters and the sounds they represent. They call their friends to join them in a cosy area to share books together. Children have ample opportunities for exercise and to develop their physical skills in a large garden. They demonstrate pride in their achievements and praise themselves for a 'good goal' when playing football.

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

- Parents comment on the feeling of community that the nursery creates for themselves and their children. They describe how the local church invites children in to contribute to Christmas celebrations. Parents are appreciative of the gentle support that children receive from staff to take part in performances and public speaking. These activities help to prepare children well for their future success in education and beyond.
- Leaders create a welcoming and inclusive environment. For example, staff learn some simple sign language to aid communication for all children. The provider spends additional funding appropriately so children with special educational needs and/or disabilities can fully access their education. Health professionals visit to advise staff. As a result, children experience a consistent approach to help them make the best possible progress. Leaders show sensitivity towards the cultural and religious needs of children.
- Staff plan activities that are appropriate to children's age and stage of development. For instance, all age groups of children have access to the Montessori equipment and teaching. Older children practise pouring from a glass jug, while younger children have a metal one.

- Leaders demonstrate sensitivity to the impact of the COVID-19 pandemic on children. They have extended settling-in periods for children with less experience of separation from their parents. Staff provide more visual prompts and support for children experiencing a delay in their speech and language. Staff organise a 'cosy corner' for children needing time away from the larger group.
- Staff report high levels of well-being and satisfaction in their work. Staff work hard to support each other. They are good role models for children. Children learn to take turns and cooperate through explicit teaching and by their good example. However, not all staff receive highly focused continuous professional development opportunities to raise the quality of education to its highest level.
- Parents feel fully included in their children's education. They appreciate the parent evenings provided to discuss their children's progress. Staff share ideas with them so that they can support their child's learning at home. Some parents visit the setting to share their expertise. For example, on the day of the inspection, parents who work as dentists visited to discuss oral hygiene with children.
- Staff support children well to develop a love of, and knowledge about, books. For example, they use puppets and props to spark children's interest. Children can confidently name the different parts of a book, such as 'title' or 'page', and the names of the authors.
- Children begin to learn how to keep themselves healthy. For instance, parents comment on how their children discuss proper handwashing techniques at home and share advice given to them in nursery by the sports coach.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide all staff with regular training and support to continually improve their safeguarding knowledge. Staff understand the signs and indicators of abuse. The provider follows safer recruitment procedures to help ensure staff's suitability. Staff are fully aware that they need to report any changes in their personal circumstances that may affect this suitability. Staff have systems in place to ensure that no child comes into contact with foods they may be allergic to. Staff follow food policies to make sure that the risk of children choking is minimised. The curriculum helps children to learn how to keep safe, such as when they access computers.

What does the setting need to do to improve?

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

- provide sharply focused professional development opportunities for staff to raise the quality of education to the highest levels.

Setting details

Unique reference number	EY414322
Local authority	Hillingdon
Inspection number	10286085
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	1 to 4
Total number of places	60
Number of children on roll	53
Name of registered person	Alibhai, Parin
Registered person unique reference number	RP515331
Telephone number	07858361350
Date of previous inspection	31 October 2017

Information about this early years setting

Twinkle Stars Montessori Nursery registered in 2010. The nursery opens during term time, but also offers a holiday club. Sessions during term time are from 8am until 6pm, Monday to Friday. The nursery employs 11 staff. Of these, eight staff hold appropriate early years qualifications at level 3 and above. The nursery receives funding to provide early education for children aged two, three and four years. The nursery follows the Montessori educational ethos.

Information about this inspection

Inspector
Elizabeth Shack

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 their children to learn.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the manager.
- Parents and grandparents shared their views of the setting with the inspector.

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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