

Inspection of Bridge Park Montessori Nursery

Unit 39, Bridge Park Leisure Centre, Harrow Road, LONDON NW10 0RG

Inspection date: 26 May 2023

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| 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 happy, settled and enjoy their learning at this nursery. They form positive bonds with staff, who take time to find out about children's interests and plan exciting activities. Children display high level of confidence. They make decisions in their play and spend some time to explore with curiosity. Children play cooperatively with their friends and relish each other's company. For instance, children take turns to push a swing. Children excitedly talk to the inspector and ask questions. They introduce themselves positively and explain what they like to do in the nursery. Children skilfully prepare and then offer a pretend cup of tea and say, 'Excuse me, this is your tea'. As a result, children develop social skills that prepare them well for their next stage in learning, including their transition on to school.

Children's physical development and health are promoted very well. Staff provide a wide range of opportunities to develop children's whole-body strength. Younger children develop fundamental movement skills as they race and giggle with their peers. They also balance on a tyre and try to hold still. Older children engage with cleaning a large boat by scrubbing it with a brush and rinsing it with water. This encourages children to stretch and strengthen their muscles. Staff support children to recycle unused water, which children comment they can water the plants with.

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

- The manager is passionate and committed to providing high-quality education and care for children. She continuously reflects on the provision and seeks advice from external professionals to makes positive changes. The manager works very closely with her staff team and ensures that staff have access to professional development opportunities, such as training and courses. Staff say that they feel valued.
- The manager and staff provide a well-planned and ambitious curriculum, which is based on the early years foundation stage and Montessori method. Children's interests are at heart of the curriculum, and it is balanced and sequenced. Staff provide a wide range of exciting experiences and activities, which gradually increase in challenge to help to extend children's knowledge and skills. This effective strategy enables children to build on what they already know and can do.
- Parents partnerships are strong. Parents speak highly of the nursery and comment that staff are kind, friendly and approachable. Parents receive daily updates on their child's learning and progress. Staff provide advice on how they can support their children's learning at home to extend their learning even further. Parents are happy with the progress that their children have made and highly recommend the nursery to others.
- The manager's intent for children to become independent is implemented well.

Children select their own activity and clear away after completing. Younger children try their hardest to put their shoes on when they decide to go outside. Older children manage their personal needs. For example, they take themselves to the toilet, wash their hands, pour their own drinks and wipe the table after use. This helps children to understand the importance of healthy practices.

- Staff plan a curriculum that is rich in cultural capital. They provide plentiful opportunities for children to learn about nature and growth. Children take their responsibility seriously to feed the pet chicken and hens and collect eggs every day. They have access to the fruit and vegetable patch where they dig in the soil and grow their own fruits and vegetables, including strawberries, tomatoes, corns and herbs. Children routinely water the plants and observe how much they are growing. These meaningful experiences help to embrace children's love of the natural world.
- Children's language skills are good, including those children who speak English as an additional language. Staff promote children's language and communication skills through singing rhymes, reading stories and having conversations, where children offer their thoughts and opinions. However, when staff ask children questions, they do not consistently give children enough time to process what they are being asked and give an answer. This would build on their communication skills even further.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff team understand their roles and responsibilities to keep children safe. They can identify the signs and symptoms of abuse, including reporting allegations about another member of staff. Staff know the correct procedures to follow if they need to report any concerns about a child's welfare. They attend regular safeguarding training to keep their knowledge refreshed. The manager follows robust recruitment and induction procedures. This ensures that all staff working within the nursery are suitable to work with children. Staff keep the premises secure and carry out good risk assessments.

What does the setting need to do to improve?

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

- enhance staff's questioning techniques to ensure that children have more time to process, respond and demonstrate what they know.

Setting details

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| Unique reference number | EY442509 |
| Local authority | Brent |
| Inspection number | 10289258 |
| 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 | 40 |
| Number of children on roll | 24 |
| Name of registered person | Siddiqui, Rizwana |
| Registered person unique reference number | RP514401 |
| Telephone number | 02088380559 |
| Date of previous inspection | 17 November 2017 |

Information about this early years setting

Bridge Park Montessori Nursery registered in January 2012 and is located in the London Borough of Brent. The nursery opens Monday to Friday, from 9am until 3pm, during school term time. There are five members of staff. Of these, four hold relevant early years qualifications from level 3 to level 6. The nursery is in receipt of funding to provide early education for children aged two, three and four years. It follows the Montessori teaching philosophy.

Information about this inspection

Inspector

Yuko Utsumi

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 staff and has taken that into account in their evaluation of the nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- 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 nursery.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations with the manager.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed 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.

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