

Inspection of Wetherby House Montessori Kensal Rise

Spring Hall, 29 31, Purves Road, London NW10 5SX

Inspection date: 14 June 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 are cared for in a calm environment. They develop a sense of ownership of the nursery, which contributes to them showing respect for their surroundings. For example, children tidy away the toys when they have finished playing without being prompted and help to wipe up spills. They are independent and confident enough to remind each other how they should behave. Children take an active role in many aspects of the nursery. Staff create an environment that allows friendships to flourish. Children are kind and friendly towards each other. Staff regularly praise them for sharing and helping each other. There is a strong sense of belonging at this welcoming and inclusive nursery.

Staff use the Montessori teaching method to great effect throughout the nursery to inspire children's learning and ensure that they benefit from diverse experiences. Older children build a complex 'tower' out of plastic construction bricks, showing their creativity. Younger children enjoy playing with 'real-life' sensory items in the heavy-duty, plastic tray. For example, they explore cornflakes and spaghetti. They develop their fine motor skills extremely well. Children show happiness in all areas of their play and care. The impact of the curriculum is clear. Children make good progress in their learning.

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

- There are lots of opportunities during the daily routine for children to learn mathematical concepts. They count how many shapes there are at registration and take turns in writing the number down. Older children add two numbers together confidently.
- Children develop a strong sense of their individuality. Staff help children to learn about and celebrate festivals and events that are important to them and their friends. Children show the utmost respect and interest in each other.
- Throughout the nursery, staff support children's communication and language development very well. Children are building a love of stories and books. Older children quickly recall their favourite parts of a story using their increasing memory. Younger children delight in joining in with actions songs and taking part in circle time. Staff actively listen to children's views and are genuinely interested in their thoughts and opinions. Staff model new vocabulary to children and encourage them to take turns and listen to one another.
- Staff share high expectations for children and demonstrate a secure understanding of each child who attends the nursery. Children who speak English as an additional language or who are bilingual are very well supported in maintaining and developing their language skills.
- Parents are kept well informed about their child's ongoing development by their key person. They have secure access to online systems where they can see

photos, observations and assessments of their children's development. This supports continuity in children's learning. Parents speak highly of the setting, commenting on how much their children are learning about the world. For example, children come home talking about the amphibians and the solar system.

- Children have daily opportunities for fresh air and exercise. They also take part in regular trips into the local community. For instance, they enjoy outings to the park, where they access large, fixed equipment. This all helps to strengthen children's physical skills.
- Leaders ensure that staff build on their knowledge through accessing regular training. However, coaching and mentoring does not focus enough on what staff need to do to improve the quality of their teaching, particularly for less-experienced staff. This means that not all staff are confident to adapt their teaching to enhance the quality of the learning experiences for children.
- The manager and staff plan a broad curriculum. Through warm interactions and regular observations, they support children with what they know and can do next. Staff identify when children may need additional support to reach their full potential. The leaders, key persons and parents work closely with other professionals and implement effective individual plans that support those children's learning. However, some younger children's next steps in learning are not as sharply focused as they could be to accelerate their learning to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

Leaders recruit staff safely and ensure all staff are knowledgeable and up to date with their child protection training. The manager keeps safeguarding at the top of all staff meeting agendas so that staff have children's welfare at the centre of their practice. Staff are knowledgeable about the signs and symptoms of abuse and know the correct local safeguarding procedures, including whistle-blowing. The manager and staff regularly review the premises so that children are safe and secure. They teach children how to assess and manage their own risks. This helps children to keep themselves safe and promotes their independence and self-assurance.

What does the setting need to do to improve?

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

- strengthen coaching and mentoring so that all staff are clear about how to adapt their teaching to enhance the quality of the learning experiences for children
- place an even sharper focus on younger children's next steps in learning to help them make even better progress.

Setting details

Unique reference number	EY543332
Local authority	Brent
Inspection number	10295593
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	35
Number of children on roll	34
Name of registered person	Wetherby House Montessori Limited
Registered person unique reference number	RP910180
Telephone number	0208964400
Date of previous inspection	7 December 2017

Information about this early years setting

Wetherby House Montessori Kensal Rise registered in 2017 and is one of two settings run by Wetherby House Montessori Limited. The nursery is situated in Kensal Green, in the London Borough of Brent. The nursery is open from 8am to 6pm from Monday to Friday, for 48 weeks of the year. The nursery employs 13 members of staff. Of these, six staff hold appropriate early years qualifications at level 3 or above and two members of staff hold a qualification at level 2. The nursery incorporates the Montessori approach.

Information about this inspection

Inspector

Rizwana Nagoor

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 provider and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff and children spoke to the inspector during the inspection.
- 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 provider and the inspector carried out a joint observation together.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents and took account of written feedback offered.

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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