

Inspection of Montrose Pre-School

The Methodist Church, Locket Road, Harrow, Middlesex HA3 7ND

Inspection date: 10 November 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

A skilled and dedicated staff team provides a stimulating and enriching learning environment that draws children in and captivates their interest and curiosity. Staff establish strong relationships with children and parents. This means that children settle quickly and feel safe and secure. Staff know children very well, and this enables them to plan an exciting and ambitious curriculum. All children, including children with special educational needs and/or disabilities, are supported to make progress in their learning and development.

Staff interact effectively with children to sustain their interest and motivation. For example, children enjoy building obstacle courses with soft blocks. They climb over and under and persevere carefully as they balance on slopes. This supports the development of their gross motor skills. Children are encouraged to navigate the obstacle courses in their own way, supporting them to problem solve. This helps children to understand how to move and position their bodies safely. Staff are positive role models. They gently support and guide children to develop good manners, and children learn to show respect and kindness towards others. For example, children offer their hand or a hug when another child is upset. This creates a caring and nurturing atmosphere.

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

- Staff work well as a team. They have regular meetings to evaluate the effectiveness of the nursery and reflect on their practice and the experiences they provide for children. The manager makes good use of training, supervision meetings and peer observations to develop staff's knowledge and experiences. This helps to improve practice and outcomes for children. Staff plan and deliver a meaningful curriculum that supports all children to make progress and succeed in their learning.
- Staff support children's health and physical development, providing regular access to outdoor activities. Children relish playing outdoors. They splash in puddles, scoop, and dig in the water and sandpit trays. They practise cutting pictures out of magazines with scissors, developing their small-muscle skills. All children benefit from fresh air and are able to practise and extend their physical skills.
- Staff capture children's imaginations as they plan a large, unique role-play kitchen area, which is carefully designed so children can link their role play to real-life experiences. Children develop their imaginations as they make play dough and then use it to make cupcakes and decorate them with sprinkles. Staff encourage children to recognise and use numbers during their play. For example, children confidently count play dough cupcakes. Staff help children to learn early subtraction when they hand out the cupcakes to their peers. This helps to

enhance children's problem-solving skills.

- Staff place a great deal of emphasis on developing children's communication and language skills. They introduce children to a wide range of new vocabulary as they play. For instance, staff engage in conversations with children as they make hand prints and paint poppies. Children are given time to respond to questions, and their responses are valued. They also learn how to listen to the views of others.
- Parents are extremely positive about the pre-school. They comment that staff go 'above and beyond' for children, helping them to make progress and also giving extra support when required. Parents value the time that staff spend helping children to settle in. They feel reassured that staff provide a caring and safe environment where children learn to explore and develop their independence.
- Staff model expected behaviour and place a great emphasis on reward and praise when children behave positively. They are good role models and exceptionally warm and nurturing. Children behave very well across the nursery.
- Staff have high expectations of all children. Overall, children have good routines, which helps to promote their independence and self-care. They brush their teeth, tidy away, and make healthy choices at snack times. However, children are not consistently challenged to be even more independent in everyday routines.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of their roles and responsibilities to safeguard children. They have a good awareness of the signs and symptoms of possible abuse and are confident in how to report their concerns. The manager ensures that staff keep their knowledge up to date with regular online and in-house training. This helps to strengthen their knowledge of safeguarding concerns, such as domestic abuse. Effective supervision and daily risk assessments help to keep children safe. The suitability of staff and committee members is determined through thorough recruitment processes. The ongoing suitability of staff is regularly reviewed.

What does the setting need to do to improve?

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

- support children to become more independent through everyday routines.

Setting details

Unique reference number	509061
Local authority	Harrow
Inspection number	10308099
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 5
Total number of places	18
Number of children on roll	23
Name of registered person	Montrose Preschool Committee
Registered person unique reference number	RP902000
Telephone number	02088635800
Date of previous inspection	23 March 2018

Information about this early years setting

Montrose Pre-School registered in 1992. It is situated in Wealdstone, in the London Borough of Harrow. The setting is open weekdays, from 8.45am to 4pm, and operates during school term time. There are four staff, each of whom holds relevant early years qualifications at level 3. The provider receives funding to offer free early education for children aged two, three and four years.

Information about this inspection

Inspector

Anahita Aderianwalla

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 the provider and has taken that into account in their evaluation of the nursery.
- The manager and the inspector completed a learning walk across all areas of the nursery to understand how the provision and curriculum are organised.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- A joint observation was carried out by the inspector and the manager. The inspector observed interactions between staff and children and considered the impact these have on children's learning.
- Parents spoke to the inspector, and their views were taken into account.
- The manager had a long discussion with the inspector and showed the inspector the premises and discussed how they ensure it is safe and suitable.
- Relevant documentation was reviewed by the inspector, including the suitability of staff working at the setting.

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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