

# Inspection of Buckingham Montessori School

309 Preston Road, Harrow HA3 0QQ

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Inspection date: 7 December 2023

|  |                |
|--|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happy. Parents share how eager their children are to attend when they are told it is a nursery day. Young children explore their environment with confidence. They look back and return for a cuddle or to show their familiar adults what they have found. Older children are eager to share what they are doing. They ask questions to develop their understanding and to share what they know or have learned about and what they enjoy doing.

Children behave well and staff have high expectations for all children. Older children remind each other of the 'golden rules'. For example, they take turns as they follow hygiene routines such as washing their hands in readiness for snacks and meals.

Children are supported to develop age-appropriate independence. Babies finger-feed fruit and drink from lidded beakers. Young children use spoons and forks, drinking from cups after pouring their own drinks. Older children proudly take turns serving themselves from large bowls. Meals are social events. Staff encourage children to extend their palate by tasting different foods. Children discuss with their peers and staff what they enjoy eating and how they also have 'rice' and 'yogurt' at home.

Leaders and managers and staff have high expectations for all children's learning. They create a broad and balanced curriculum. Staff know where their key children are with their development. They plan appropriate activities that build on children's knowledge. Staff sequence children's learning well and know the next steps in their development. Children make good progress from their starting points.

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

- Children with special educational needs and/or disabilities (SEND) are effectively supported. Any gaps in children's development are quickly identified and referrals for support are quickly made. Staff work closely with parents and other professionals to ensure children are well prepared for their next stage in learning, and transitions into school are smooth.
- Staff effectively build on what children know. For example, young children enjoy using tongs, which they squeeze and release as they practise the movement. Older children use their developed hand strength to correctly hold pencils, controlling the movement as they make their mark. Staff demonstrate how to cut using scissors to children who are eager to have a go. Children develop confidence and are proud of their achievements.
- Working in partnership with parents is a strength in this setting. Parents are complimentary about the support staff provide for them. For example, many

parents speak English as an additional language. Staff who share their heritage are able to reassure them and support their child in their home dialect. Parents are further supported with advice on children's toilet training, behaviour and sleep routines. Staff provide parents with regular updates on the progress their children are making and share ideas about how they can carry on with their child's learning at home.

- Leaders and managers are committed to providing high-quality care and education to children in the local community. They understand the needs of families and promote health and well-being through the broad curriculum. Information on healthy eating and promoting oral health are addressed through role-play activities and supported by stories and discussions. Children begin to identify and meet their own care needs, brushing their teeth and learning how to develop healthy routines. However, on occasions, some conversations are not extended, as children are asked questions requiring only single-word answers.
- Staff feel valued and supported by the management team. They are supported to access training and to further develop their career through additional professional qualifications. Staff shared how happy they feel in their role. The leadership team evaluates the impact of training on both child and staff development. Leaders believe that well-educated professional staff create and promote positive learning environments for children. Leaders and managers speak passionately about supporting families new to the community.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are very confident when replying to a range of questions relating to safeguarding children and how they would identify children experiencing abuse or who may be at risk of harm. Staff share how they would go back to the designated safeguarding lead if they believed the concerns they reported were not acted upon. Leaders and managers describe how they adhere to safer recruitment practice to ensure staff are, and remain, suitable through self-declarations and the use of the Disclosure and Barring Service update service.

## **What does the setting need to do to improve?**

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

- ensure questions asked during discussions consistently promote children's back-and-forth interactions.

## Setting details

|  |                                    |
|--|------------------------------------|
| <b>Unique reference number</b>                     | 2653142                            |
| <b>Local authority</b>                             | Brent                              |
| <b>Inspection number</b>                           | 10305616                           |
| <b>Type of provision</b>                           | Childcare on non-domestic premises |
| <b>Registers</b>                                   | Early Years Register               |
| <b>Day care type</b>                               | Full day care                      |
| <b>Age range of children at time of inspection</b> | 0 to 4                             |
| <b>Total number of places</b>                      | 40                                 |
| <b>Number of children on roll</b>                  | 36                                 |
| <b>Name of registered person</b>                   | Buckingham Nursery Ltd             |
| <b>Registered person unique reference number</b>   | RP533376                           |
| <b>Telephone number</b>                            | 02089049413                        |
| <b>Date of previous inspection</b>                 | Not applicable                     |

## Information about this early years setting

Buckingham Montessori School registered in April 2021. The setting is located in the London Borough of Harrow. The nursery provides day care for children aged up to five years, all year round. The setting provides care for funded two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Bernie Dunne

### 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 manager and has taken that into account in their evaluation of the provider.
- The inspector looked at documentation and discussed the systems staff use to observe and record children's progress.
- The inspector observed children's play and their conversations with staff in the indoor environment.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to parents to gain their views on 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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