

Inspection of On Track Montessori Limited

Brent Indian Association, Community Resource Centre, 116 Ealing Road, Wembley, Middlesex HA0 4TH

Inspection date: 19 January 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Requires improvement
--	----------------------

What is it like to attend this early years setting?

The provision is good

Leaders and managers plan an ambitious curriculum that covers all seven areas of learning for children. Children independently find space and choose and roll out a mat to work from before selecting resources. They complete their chosen task before putting it away to find something else that interests them. Staff encourage children to take part in activities that support the development of their life skills. For example, children begin with using a spoon to transfer rice from one container to another. They are fully engaged and hold and sustain their interest until the task is complete. Children demonstrate pride in their achievements and are eager to show what they can do.

Children's behaviour is good. They understand what is expected of them, as staff give them daily opportunities to recall their expectations as part of their group activities. Children start their time in the nursery with outdoor play. They have opportunities to develop their physical skills, such as climbing steps, using the slide and negotiating balance beams. Children come together to hold hands with their friends and staff to sing and complete the actions to the 'Hokey Cokey'.

Staff meet the needs of children with special educational needs and/or disabilities (SEND). They make referrals with parental consent. Staff work in partnership with local authority early years advisers and colleagues from healthcare to ensure that children make good progress.

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

- Since the last inspection, the key-person system is more effective. Staff spend quality time with their key children, especially during their move into the nursery. Parents stay for initial visits to share information, to support their child and to form a bond with their child's key person. Families who speak English as an additional language are linked to staff who share their heritage and home languages. This helps children and their families to form secure relationships.
- Staff know children very well. They observe children and offer guidance after children have attempted tasks for themselves. Young children confidently open packets and containers, pour their own drinks and skilfully use cutlery during snack times and mealtimes.
- Staff establish links with staff from the local authority who come into the setting. This helps to support staff to provide tailored plans and specific interventions for children who require extra help or those children with SEND. Staff use their observations and assessments to familiarise themselves with children's individual needs. However, staff wait to introduce support rather than use their own knowledge, experience and professional judgement. This means they do not consistently differentiate their planning and introduce strategies as soon as they

are needed and identified to support children to make the best possible progress.

- Parents are full of praise for the nursery. They share how they found the nursery through word of mouth and how they now recommend it to other parents. Parents share how staff build strong partnerships with them to support their children's development. They feel included in their child's learning, as they have daily handovers and receive newsletters and termly assessment reports. Parents smile as they share how proud they are of the progress their children make.
- Leaders and managers have a clear understanding of the needs of the local community. They plan and sequence the curriculum with this in mind. Children have opportunities for large movement before they sit for group times or self-selected learning activities. Children remain focused and maintain interest until they complete their chosen tasks or activities.
- Since the last inspection, leaders and managers have evaluated practice in the nursery. They have introduced peer-on-peer observations to ensure that teaching is consistently of a high quality. Leaders and managers have supported staff to develop their practice through regular team meetings, supervision sessions and access to ongoing professional development through training. Staff share how happy and supported they are in their work, as they feel part of a team. Leaders and managers also encourage staff to study and achieve higher professional qualifications, which gives them pride and satisfaction.
- Staff are good role models. Children follow their lead as they sing and use Makaton signs to support changes from one activity to another. Children understand the importance of respecting each other and take turns to listen before responding when sharing their views and ideas. However, on occasion, younger children become frustrated, as staff do not consistently ensure that they have the vocabulary to express how they are feeling.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- use staff's knowledge and skills to incorporate strategies for children with SEND to help them to make even better progress
- support children to have the vocabulary to help them to identify and share their feelings and emotions.

Setting details

Unique reference number	EY555036
Local authority	Brent
Inspection number	10284823
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	28
Number of children on roll	30
Name of registered person	On Track Montessori Limited
Registered person unique reference number	RP555035
Telephone number	07957 307296
Date of previous inspection	14 March 2023

Information about this early years setting

On Track Montessori Limited registered in 2017. It is located in Wembley, in the London Borough of Brent. The nursery is open during term time, from 9am to 3pm, Monday to Friday, except for bank holidays. There are 11 staff members, including the provider, who hold relevant early years qualifications. The nursery follows the Montessori educational philosophy. It receives funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector

Bernie Dunne

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 inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector carried out joint observations of group activities with the manager.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024