

Inspection of Bluebell Montessori School Limited

Tokynghon Community Centre, St Michael's Avenue (end of road), Wembley HA9
6SA

Inspection date: 23 February 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	Good
---	------

What is it like to attend this early years setting?

The provision is good

Children arrive eager to start their day. They thoroughly enjoy their time at this Montessori setting and easily separate from parents. Children are warmly welcomed by a friendly and nurturing staff team. They happily come straight into a well-organised and safe environment. Children have good relationships with staff. They enjoy engaging in and initiating conversations with them as they use their imaginations in the role-play area. Children develop a variety of independence skills. Staff encourage them to complete age-appropriate tasks with minimal assistance. They tidy away resources used for activities and confidently put on their coats and shoes before playing outdoors. This prepares children well for the routines of school. Children have plenty of opportunities to explore messy activities. These activities help them to strengthen their small muscles. They happily join in with mark making and painting activities. Staff are skilled at introducing children to early writing, when appropriate.

Staff work towards their ethos of supporting children to become happy, independent, confident and sociable. This supports children to develop good values for later in life. Children behave well. Staff have clear expectations about behaviour and consistently support children to work together, take turns and use manners. Children help each other to complete the large puzzle and take turns to complete the pink tower. Staff offer constant praise and encouragement, which supports children's self-esteem. As a result, the setting is a happy place.

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

- Children develop good language skills. Staff communicate regularly with children and help them to expand their vocabulary. They introduce new words and explain their meaning to extend children's understanding. Children learn to repeat phrases as they join in during story time, use new words and confidently ask questions. Staff use questions to encourage children to develop their thinking skills and share ideas.
- The Montessori setting fully embraces diversity and uniqueness. Staff celebrate a range of religious festivals that are special to the children in their care, including Diwali, Christmas and Ramadan. Parents are invited in and bring in cultural food, and children come to the setting dressed in their cultural clothes.
- Children with special educational needs and/or disabilities and children who speak English as an additional language have appropriate support in place. Staff closely monitor children and work with professionals to ensure that children receive focused support. Staff support parents to access parenting courses, which helps to improve their understanding of how to support their child. This helps children to make the best possible progress they can from their starting points.

- Staff promote children's well-being and health. They work with parents to ensure that children's packed lunches contain healthy food. Children practise important hygiene routines, such as washing their hands. This supports children's physical health well.
- Children are kind and considerate towards one another, cooperating well during activities. Staff are consistent in their approach to behaviour management. They support children's understanding of inappropriate behaviour by explaining the impact their actions may have on others.
- Staff provide plenty of opportunities for children to develop their physical skills. Children learn to navigate space as they run in the garden. They develop their balance as they jump hurdles. Children strengthen the muscles in their hands by using scissors, tweezers and spoons to pick up pasta, as well as small jugs to transfer rice. This helps children to make good progress in their physical development.
- The manager and staff are passionate about delivering good-quality care and education to the children, following a curriculum based on the Montessori philosophy. They gather information from parents to support children when they first start. This helps them to understand what children need to learn next. However, occasionally, the sequence of some adult-led activities is not always implemented effectively. For example, children explore fruit and vegetable flashcards, but staff miss opportunities to develop their knowledge. This means children do not fully benefit from the intended learning opportunities.
- The manager has a clear vision for the setting's future, as well as what she wants the children to learn in each classroom. Staff comment that the manager is available to offer well-being assistance as needed. However, the management of staff's performance is not sharply focused on developing some inconsistencies in staff's practice, to raise the quality of the overall provision further.

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:

- enhance the sequence of the curriculum so that planned activities consistently build on what the children already know and can do
- develop staff's understanding of how to improve their interactions with children to deepen their engagement in activities and extend their learning even further.

Setting details

Unique reference number	EY493428
Local authority	Brent
Inspection number	10308506
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	45
Number of children on roll	25
Name of registered person	Bluebell Montessori School Limited
Registered person unique reference number	RP534886
Telephone number	07966207316
Date of previous inspection	21 March 2018

Information about this early years setting

Bluebell Montessori School Limited registered in 2015. The setting is open from 9am until 3pm, Monday to Friday, during term time. The provider employs four childcare staff. Of these, three hold appropriate early years qualifications at level 3 and above. The setting provides funded early education for two-, three- and four-year-old children. The setting incorporates the Montessori teaching method with the early years foundation stage.

Information about this inspection

Inspector

Rizwana Nagoor

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector spoke with staff and interacted with children.
- Parents shared their views about the setting with the inspector.
- The inspector carried out two joint observations with the manager.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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