

# Inspection of Apple Tree Montessori

123 Uxbridge Road, Harrow HA3 6DJ

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Inspection date: 31 May 2024

**Overall effectiveness** **Good**

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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**

This nursery places children's confidence, communication and learning at the centre. The close partnerships established with parents, as well as the effective key person system, mean that children's needs are well known and understood. This, in turn, creates trusting relationships between children and staff that help children to feel safe and secure. When upset or unsure, children seek comfort from the staff, which is readily provided. When the children achieve something, they share this proudly with the staff.

The well-defined curriculum intent is clearly understood by staff, who are advocates for all children becoming effective learners. Staff are ambitious for children's achievements. They use their secure knowledge of children, and the skills and knowledge children need to learn next, to inform their plans to support children's development. All children, including those with special educational needs and/or disabilities (SEND), progress well in their learning.

Staff work hard to support children to learn the social skills that are needed to interact successfully. Children receive extensive praise and warmth for their achievements. This helps to support their confidence and resilience and gives them a positive sense of their own identity and independence.

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

- Leadership have a clear intent for children's learning. Staff have a good understanding of what this means for their practice and work together to embed the curriculum goals. This means that children are frequently exposed to learning that promotes good development.
- However, sometimes planned activities require further thought in their layout. There are occasions when activities are not available to all due to the space they are set up in. This means that not all children have the same experience of the curriculum.
- Children make good progress in their communication and language. Staff support babies by modelling sounds and interpreting their babble. Older children are introduced to new words such as 'bitter' when tasting smoothies. Staff recognise the value of singing songs and rhymes and reading stories to help children acquire and use words and vocabulary. These are part of everyday practice across the nursery.
- Children behave well. Staff take time to talk to children. They help children by offering solutions and support them in managing their feelings and behaviour. Behaviour management strategies include promoting positive behaviour and supporting the individual needs of the children. However, not all staff implement these strategies. This means that children do not always receive a consistent

approach on how to manage their behaviour or know why certain expectations are in place.

- Empathy is modelled by staff, and children show kindness and caring towards their friends. For example, when one child bumps their head, children come over to check on the child. Children are developing the skills they will require to build friendships.
- Staff encourage children to build their own independence and self-help skills. Babies are introduced to self-feeding, toddlers are encouraged to put on their own coats and shoes and pre-schoolers cut up fruit. Developing independence and self-care skills such as these helps children to prepare for the next stage of their learning journey.
- Children enjoy a variety of opportunities to be physically active outdoors. They drive ride-on cars and balance on beams. These games develop the children's balance and gross motor skills. As they play, they learn to take turns, cooperate and collaborate with others. This supports children's good behaviour and social skills.
- There is excellent support for children with SEND. Staff ensure that adjustments are made so that all children can fully access the learning opportunities. For example, staff adjust the resources during a teeth-brushing activity to account for developmental and sensory needs. Children with SEND benefit from the strong practice of staff as they quickly become effective learners.
- Staff feel well supported in their well-being and ongoing professional development. Regular feedback successfully supports their knowledge and skills. They are encouraged to reflect on their practice and discuss any training needs that they may have.
- Parents praise the 'home-from-home' setting. They value the communication and warmth from the staff members and are impressed with the progress that their children make at the nursery.

## 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:**

- support staff to provide a consistent approach to behaviour management so that children do not receive mixed messages and can learn why behaviour rules are in place
- consider more closely how to adapt group activities to ensure that all children can fully engage and benefit from the learning opportunities.

## Setting details

<b>Unique reference number</b>	EY498815
<b>Local authority</b>	Harrow
<b>Inspection number</b>	10335494
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Apple Tree Day Nursery (UK) Limited
<b>Registered person unique reference number</b>	RP900932
<b>Telephone number</b>	07940 784970
<b>Date of previous inspection</b>	18 June 2018

## Information about this early years setting

Apple Tree Montessori registered in 2016. The nursery employs eight members of childcare staff. Of whom, six hold appropriate early years qualifications at level 3 and above. The nursery opens all year round, from 8am to 6pm, Monday to Friday, except for two weeks at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Michaela Hipwell

## 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The nominated individual and the inspector completed a learning walk together of all areas of the nursery and discussed the early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- Parents shared their views of the setting with the inspector.
- 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 nominated individual provided the inspector with a sample of key documentation on request.

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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