

# Inspection of Blue Nest Montessori School

Scouts Building, 29 Churchfield Close, HARROW, Middlesex HA2 6BD

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Inspection date: 9 July 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive at nursery eager to start their day. Staff greet parents and children warmly and engage them in conversations. They know children extremely well and use the opportunity to discuss with them what children did previously after nursery, or if they are hungry and what they may like to eat for breakfast. This helps children to feel valued and their behaviour is good. There are suitable security systems in place, which staff, parents and visitors follow to help keep children safe.

Key persons discuss children's progress with parents and devise clear next steps for children's development. Overall, they plan activities well and present them creatively to link to children's interests. Staff make observations, take photos and share information with parents via an online app. Parents enjoy opportunities to come into the nursery for activities, for example linked to Mother's Day and Father's Day, and to celebrate their children moving on to the next stage in their learning.

Staff support children who require additional help and children with special educational needs and/or disabilities. They work with parents to ensure that they make referrals, for example, to speech and language therapy. Children make progress because staff are attentive and provide activities and experiences that are linked to children's interests.

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

- Staff work closely with parents. For example, as babies move into the nursery, staff maintain their home routines and care. Staff encourage parents to provide information to support children to settle in, such as sleep times and favourite activities. Babies form strong bonds with staff and begin to develop their curiosity, exploring their environment with assurance from familiar staff.
- Staff encourage all children to develop their enjoyment of books. Older children discuss their favourites, recalling and sequencing the story. Staff use stories to develop children's interests and link them to planned activities. They skilfully regain children's attention by linking discussions back to the story. However, at times, staff do not take account of children's different stages of development when planning activities.
- Staff support children's emotional well-being effectively. For example, they get to know babies using playful interactions when singing together. Staff link their language to emotions to help toddlers to share if they are feeling happy, sad or tired. Older children describe how sharing and taking turns with their peers is being kind. Children have a thorough understanding of what is expected of them.
- Staff sequence children's learning successfully to develop their independence.

Babies begin to drink from lidded cups and feed themselves using a spoon. Staff introduce knives, forks and cups as children move to the next group. Pre-school children follow hygiene routines, such as washing their hands and pouring drinks. As a result, children who are moving on to school are independent and can confidently complete personal care and hygiene routines. They begin to recognise and meet their own needs, such as accessing water to drink when they are thirsty.

- Children are well prepared for school. They confidently express their thoughts and ideas through back-and-forth interactions with staff and each other. Children are eager and motivated to share what they know. Staff adapt planning to incorporate children's recent experiences, such as holidays. Children discuss how they prepared by packing clothes and going to the airport. However, on occasions, staff do not give quieter children in the group the time they need to join the conversations and share their thoughts.
- Leaders prioritise staff's development and well-being. Staff comment on how valued they feel by leaders, who identify their strengths and support them to develop their practice. Staff access additional training, leading to higher professional qualifications, and also have access to an online training forum. They say that they can speak to leaders, as there is an 'open-door policy', and they receive support when needed. Staff morale is very high among the staff team.
- Leaders reflect on practice. Following the COVID-19 pandemic, they have adapted practice to support children who need additional help with their language, communication and social interactions. Leaders have developed links with the local authority and are also participating in a champion scheme to actively support other settings in the area.

## **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:**

- plan and adapt activities to ensure that all children remain actively engaged in their learning
- support staff to help quieter children to participate in activities.

## Setting details

<b>Unique reference number</b>	EY485805
<b>Local authority</b>	Harrow
<b>Inspection number</b>	10333647
<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 5
<b>Total number of places</b>	109
<b>Number of children on roll</b>	119
<b>Name of registered person</b>	Buzy Bees Childcare Limited
<b>Registered person unique reference number</b>	RP533732
<b>Telephone number</b>	02088615574
<b>Date of previous inspection</b>	25 October 2018

## Information about this early years setting

Blue Nest Montessori School registered in 2015 and is situated in the London Borough of Harrow. The nursery opens all year round, from 8am to 6pm, Monday to Friday. It employs 10 members of childcare staff. Of these, one member of staff holds qualified teacher status and nine staff hold early years qualifications from level 2 or above. The nursery provides funded early education for 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 provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- Staff spoke to the inspector during the inspection.
- Parents shared their views on the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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