

# Inspection of Harrow Day Nursery and Montessori

St. Georges Church Hall, 98 Pinner View, Harrow HA1 4RJ

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Inspection date: 15 January 2025

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| <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 feel safe and secure at this friendly nursery. Gradual settling-in sessions help new children to adjust to the nursery environment. Staff are patient, kind and caring, and children form close attachments to them. There is an atmosphere of care, nurture and love throughout the nursery. The provider plans a balanced curriculum that focuses on supporting children's communication skills, emotional literacy and physical development. Staff use simple and clear words to help build on young children's growing vocabulary. Children develop positive attitudes towards their learning and behaviour. Staff teach children the expectations for their behaviour. As a result, children are kind and caring towards their friends. Staff model the behaviours they expect from children and show care for each other and children.

The key-person system is effective. Staff gather information from parents and know children's needs well. They understand children's home lives, their starting points when they join and their progress over time. Staff use this knowledge to support children's learning and care needs to a high level. Staff identify gaps in children's learning swiftly and put plans in place to support these. The provision for children with special educational needs and/or disabilities is strong, and they make good progress. Staff take the time to understand each child's unique learning needs. They work closely with outside professionals and parents to ensure that children receive the support they need.

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

- Staff have attended training to help reflect on children's learning and strengthen the curriculum. Leaders hold regular discussions with staff to ensure that they have a clear understanding of the curriculum. This helps staff to grow in confidence.
- Leaders devise a curriculum that is adapted to the different age groups. However, on occasions, staff plan activities without ensuring that children have the prior skills they need. For example, they introduce cutting and shape activities before children have mastered the necessary understanding of colours and shapes.
- Babies have fun participating in sensory and messy play. They explore the room, crawling and safely pulling themselves to stand, proud of their achievements. Staff form strong attachments with babies and successfully plan their transitions. Safe sleeping arrangements are in place, and staff cuddle and soothe babies to aid restful sleep.
- Staff engage children in conversations and have a clear comprehension of how children develop their conversation skills. Children confidently tell visitors what they like to do while at nursery. They discuss their families and invite visitors to

join in their games. They ask questions and show an interest in what is happening.

- Children benefit from daily access to the outside environment, which helps to promote their health and well-being. Staff plan fun games and songs where children recall key words, phrases and numbers in play. Children bring favourite stories to life when playing in the garden. For instance, they go on a 'bear hunt'. Children play actively and develop their strength and larger physical movements, such as when using the large slide and climbing frame.
- Staff support children to develop a good understanding of self-care. They manage changing routines respectfully. Staff sensitively ask children if they can change their nappy or if they need to use the toilet. They sing children's favourite nursery rhymes with them throughout to support their emotional security.
- Older children consistently build on their independence skills. For example, children clear plates and cups away at snack time and manage their hygiene routines by themselves. Staff offer them praise and encouragement in recognition of their achievements.
- Staff support children to develop healthy lifestyles. Children benefit from freshly prepared meals and snacks. Staff are aware of children's individual dietary requirements. Children know to wash their hands after playing in the garden.
- Parents and carers explain that they feel well informed about their children's time at the nursery. They discuss that staff know their children well and explain their progress in detail. Staff regularly provide parents with information to support children's learning at home. For example, pre-school children have book bags to take books home regularly to read together.
- Staff feel that leaders are responsive to their well-being, and staff morale is high. Leaders provide staff with regular opportunities to discuss and review their practice. Staff benefit from regular supervision sessions, appraisals and ongoing training. As a result, staff are continually developing their practice to raise outcomes for children.

## **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 consider and plan how to connect and build on children's previous learning.

## Setting details

|  |                                     |
|--|-------------------------------------|
| <b>Unique reference number</b>                     | 2684692                             |
| <b>Local authority</b>                             | Harrow                              |
| <b>Inspection number</b>                           | 10367721                            |
| <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> | 1 to 4                              |
| <b>Total number of places</b>                      | 130                                 |
| <b>Number of children on roll</b>                  | 111                                 |
| <b>Name of registered person</b>                   | Little Garden Day Nurseries Limited |
| <b>Registered person unique reference number</b>   | RP519313                            |
| <b>Telephone number</b>                            | 02088614056                         |
| <b>Date of previous inspection</b>                 | Not applicable                      |

## Information about this early years setting

Harrow Day Nursery and Montessori registered in 2022 and is located in Pinner in the London Borough of Harrow. It operates all year round, from 7.30am to 6.30pm, Monday to Friday. The nursery employs 30 members of childcare staff. Of these, 15 staff hold appropriate early years qualifications at levels 2, 3 or 6. The manager is qualified to level 6. The nursery provides government funded childcare.

## Information about this inspection

### Inspector

Shahin Khan

## Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children told the inspector about their friends and what they like to do in the pre-school room.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 inspector observed the interactions between staff and children.
- The inspector and the manager carried out a joint observation of a planned activity.

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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