

Inspection of Fountain Montessori Nursery And Pre-School -Edgware

St Margarets Parish Hall, Rectory Lane, EDGWARE, Middlesex HA8 7LG

Inspection date: 17 January 2025

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 eagerly arrive at the setting and happily leave their parents at the door. They quickly settle with their chosen activity. Staff help them to complete self-registration at the start of the session. This helps them to gain a sense of belonging. All children learn to do things for themselves. Babies and toddlers are keen to help staff to put resources away. Pre-school children take turns during activities as well as serving themselves lunch. They helpfully clear away dirty plates as they get ready for dessert. This supports children's growing independence skills.

Children are safe and secure. Staff risk assess all areas of the setting to provide children with freedom to explore the welcoming and stimulating environment in their play. Leaders design a broad curriculum based on children's interest. Staff know children well. They assess children's learning and development effectively to get to know what they need to learn next. For example, children learn about senses as they explore a range of activities indoors and outdoors.

Children behave well. Staff are good role models who help children to learn about acceptable behaviour and their expectations. Older children recall the setting's ground rules for behaviour before group activities. Older children use their skills to play and negotiate space well with others.

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

- Staff read stories with enthusiasm. Children often choose books of their interest and remain engaged and eager to discover what happens next. Staff ask questions and children are given time to think and respond. Leaders and staff further support children's love of books with a library for them to take books home to enjoy. This builds on children's early literacy skills.
- Overall, staff support children's communication and language development well. Children experience a range of activities, such as learning to sing, listening to stories, and having meaningful conversations with staff. However, staff are not always consistent in engaging younger and quieter children fully. This means that all children do not hear the language and new vocabulary they need to build on their communication skills further.
- Staff support children to be healthy and physically active. Children have plenty of opportunities to go outside. Children climb, run, and use wheeled toys. They safely use equipment in the setting garden as well as go on walks in the local area. Staff effectively support children's physical skills. For example, children roll and squeeze play dough, practise picking up small beads and learn how to use buckles. Children make marks and gain pre-writing skills. This prepares them well for the next steps in their learning.
- Staff provide opportunities for children to gain self-care skills. Older children

learn how to attend to their own hygiene and toileting needs. For instance, all children learn to wash their hands. However, at times, some staff check's children's nappies in front of others and comment if they are wet or soiled. This means that the organisation of nappy changing arrangements does not fully assure children's privacy.

- All children make good progress in their learning and development. Children with special educational needs and/or disabilities (SEND) are supported well. Leaders and staff work closely with other professionals to ensure that the needs of all children are met.
- Children have positive attitudes. Staff set clear and consistent expectations, which means that children behave well. They plan well-thought-out environments that support children to become engaged in their play and learning. Children focus as they create and match patterns, complete puzzles or build cubes using small wooden elements. Children show good concentration skills as they pour and scoop.
- Leaders are very reflective of the setting. Staff attend regular training to enhance their knowledge and skills. They say that they are happy with the support they receive from leaders. Leaders share their own skills and knowledge sufficiently, such as through peer- to-peer observations and supervision sessions.
- Partnership with parents is valued by staff and leaders. Parents feel that the communication is good, both in person and using the online application. Leaders encourage parents to join in with setting workshops and coffee mornings to further build the sense of community and support.

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:

- strengthen staff interactions, to support a consistent approach in helping children to develop their communication skills further
- review nappy changing routines, to build on staff's understanding of how to further support children's awareness of privacy and respect.

Setting details

Unique reference number	2546939
Local authority	Barnet
Inspection number	10374249
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	0 to 4
Total number of places	90
Number of children on roll	68
Name of registered person	Fountain Montessori Pre-School Limited
Registered person unique reference number	RP906020
Telephone number	02089056202
Date of previous inspection	16 June 2022

Information about this early years setting

Fountain Montessori Nursery And Pre-School registered in 2019 and is situated in Edgware, in the London Borough of Barnet. It is open Monday to Friday all year round from 7.30am to 6pm. The provider employs 17 staff, all of whom have relevant childcare qualifications.

Information about this inspection

Inspector
Agnes Wink

Inspection activities

- Leaders and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 that this was having on children's learning.
- Children spoke to the inspector about what they enjoy doing in the setting.
- The inspector and leaders carried out a joint observation of an activity.
- Parents shared their views of the setting with the inspector
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke with leaders about the leadership and management of the setting.

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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