

# Inspection of Little Aisha Montessori

The Pinner Centre, Chapel Lane Car Park, Chapel Lane, Pinner, Middlesex HA5 1AA

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Inspection date: 24 April 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 are eager to enter the nursery. They happily leave their parents at the door and settle quickly into the day's activities. Children demonstrate their growing independence as they hang up their coats and put their lunch boxes away on the rack provided. Staff provide a calm environment where children are encouraged to express their feelings. This demonstrates the trusting relationships that children have with familiar staff, and they know that their feelings are valid. Children quickly engage in planned activities and the resources that staff provide, making independent choices. Staff are available to offer guidance and support. Children have many opportunities to be active in the fresh air and develop their physical skills, and particularly relish sessions in the woods that back onto the nursery. Staff have procedures to teach children how to consider their safety as they negotiate this space. Children are fully engaged in their learning throughout their time at the nursery.

Children behave very well because staff have high expectations of how they should behave. On the rare occasion that children demonstrate unwanted behaviour, staff quickly remind them of the rules in the nursery. The staff are nurturing and reassuring role models, and offer children praise for their efforts. Managers design and implement the curriculum well. They ensure that staff consider what they want children to learn during the activities they provide. This helps all children, including children with special educational needs and/or disabilities, to make good progress in their learning and development.

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

- The nursery benefits from a strong management team. Managers are knowledgeable and have a clear vision for the nursery and what they want children to learn. The nursery has close links with the local authority and acts on advice and guidance to support practice and provision.
- Managers and staff create a broad and balanced curriculum that uses aspects of the Montessori approach to help promote children's learning across all areas. Staff know where their key children are in their development. They plan appropriate activities, building on children's prior knowledge. Staff sequence children's learning effectively and plan for next steps in their development. However, the area of learning for mathematics is not planned for as effectively by staff. This means that, although children acquire some maths skills through their play, their development in this area is not promoted as well as other areas.
- Staff help children to get the best start in early education. They use the curriculum to plan experiences for children to help develop their understanding of the local community. For example, they take them to the library and train station, and have visitors to the nursery, such as firefighters.

- A strong focus is placed on early literacy. Staff interact and talk with the children to introduce new vocabulary. Children's enjoyment of the books 'Handa's Surprise' and 'We're Going on a Bear Hunt' are further enhanced by staff providing the props from the book, and children re-enact the story. However, staff do not always get children to recall the story afterwards or ask questions to test out their understanding of what they have learned.
- Staff support children's communication and language skills well. Staff use simple, age-appropriate language with children. Children enjoy singing nursery rhymes and familiar songs with staff. Staff are particularly skilled in supporting disadvantaged children, including those who speak English as an additional language. They provide targeted intervention to support these children. Staff use a range of strategies to support children's developing language skills, such as visual aids, sign language and speaking children's home languages. Consequently, children make significant progress with their language skills before starting school.
- Managers have effective systems to monitor and support staff practice. Staff receive regular supervision, and managers conduct observations to assess and enhance teaching quality to the highest level. A culture of continuous reflection and improvement is embedded within the setting.
- Parents speak positively about the nursery. Parents are kept informed about their children's learning and development through discussions at the start and end of the day, online learning journals and written reports. Parents comment, 'Staff are kind, very nurturing and genuinely care about the children and their well-being.'

## **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:**

- develop the way in which staff ask questions to help broaden children's thinking skills, recollection of knowledge and the development of their vocabulary
- develop the mathematics curriculum so that all children develop confidence in early maths.

## Setting details

|  |                                    |
|--|------------------------------------|
| <b>Unique reference number</b>                     | 2712367                            |
| <b>Local authority</b>                             | Harrow                             |
| <b>Inspection number</b>                           | 10380711                           |
| <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> | 2 to 4                             |
| <b>Total number of places</b>                      | 32                                 |
| <b>Number of children on roll</b>                  | 32                                 |
| <b>Name of registered person</b>                   | Amaa Education Limited             |
| <b>Registered person unique reference number</b>   | 2617798                            |
| <b>Telephone number</b>                            | 07494131395                        |
| <b>Date of previous inspection</b>                 | Not applicable                     |

## Information about this early years setting

Little Aisha Montessori registered in December 2022 and is situated in Pinner, Harrow. The provider employs five members of childcare staff. Of these, all hold an appropriate early years qualification at level 2 or above. The nursery opens from Monday to Friday during term time only. Sessions are from 9am until 4pm. The nursery provides funded early education for eligible children.

## Information about this inspection

### Inspector

Anne Maher

## Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.

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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