

# Little Learners Montessori School

St Augustines Church Hall, Forty Avenue, WEMBLEY, Middlesex, HA9 8JW

## Inspection date

11/03/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Children's independence is flourishing. They gain confidence in making decisions and developing their self-care routines.
- Overall children are happy, motivated and eager to explore. They demonstrate high levels of concentration and have good relationships with each other and staff.
- The senior management team oversees and supports staff well in meeting the requirements of the Early Years Foundation Stage and overall use self-evaluation systems effectively to identify and target areas for improvement
- The staff establish good relationships with parents, keeping them well informed about their child's progress and welcoming their comments and suggestions.

### It is not yet outstanding because

- children have fewer opportunities to engage in independent role play activities that reflect everyday familiar routines and family life
- although there is plenty of environmental print displayed around the nursery there is limited text available to show the different languages that children and families use.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector spent the majority of inspection time observing the children in the nursery as they played.
- The inspector sampled children's development records.  
The inspector had discussions with the providers, area manager, manager and staff throughout the visit. Safeguarding was discussed and a sample of the policies viewed.
- The inspector discussed the nursery with two parents.
- The inspector and area manager conducted a short joint inspection together.

## Inspector

Jennifer Devine

## Full Report

### Information about the setting

Little Learners Montessori School re-registered in 2012 and is run by a private provider. It operates from St. Augustine's church hall in Wembley, in the London Borough of Brent. The group has use of two rooms and there is a secure garden for outdoor play. Little Learners Montessori School is open Monday to Friday from 8am to 6pm for 48 weeks of the year. The group is registered on the Early Years Register, and the compulsory part of the Childcare Register. There are currently 42 children on roll in the early years age group and they receive funding for the provision of free early education to children aged two, three and four years. There are seven staff working with the children, of whom all hold staff hold relevant childcare qualifications. The manager holds Early Years Professional Status. The group follows the Montessori philosophy of teaching.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- develop opportunities for children to engage in imaginative role play based on their own first hand experiences; for example by providing an area which is resourced with materials reflecting children's family lives and communities
- extend the use of displays and signs in the environment to include other languages children are familiar with.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff have a good understanding of the Early Years Foundation Stage and incorporate the curriculum successfully with the Montessori philosophy of teaching. The learning environment offers children a broad range of activities across most of the areas of learning both in and outdoors. Children's independence skills are fostered extremely well and support children's readiness for school. They show exceptional understanding in their self help skills such as preparing their own breakfast cereal and washing and tidying up afterwards. Staff have a good understanding of observing and assessing children's development and maintain individual learning journeys which include information on children's starting points and tracking documents to support future plans for each child.

Children enter the nursery enthusiastically and settle quickly. They are familiar with daily routines and on arrival they find their name cards and place them on the board. Children

enjoy a range of Montessori activities and know to choose an activity and learn about tidying away afterwards by returning the equipment to its correct shelving. Children are well supported in the acquisition of language and communication skills because staff listen perceptively to them and skilfully ask questions during tasks to improve learning. For example, during a small group story time staff discuss characters in the books and encourage children to predict outcomes and think what might happen next.

Children thoroughly enjoy the office corner and are confident with some intricate activities requiring precise skills such as using scissors. They learn about features in their environment and practice their pre-writing skills as they make envelopes and post their letters in the letter box. Children's imagination is developing soundly as they take part in adult led role play situations. For example, a small group of children enjoy acting out a well known story using props with an adult. However, there are fewer opportunities indoors for children to engage in their own make believe play using familiar resources that reflect everyday life.

Children who speak English as an additional language are supported generally well and some staff speak additional languages or obtain key words to help children settle. The environment contains lots of English print to support children's emerging reading development. However, there is less print displayed to reflect other key languages. There are effective systems to support children with special educational needs and/or disabilities. Parents have regular opportunities to meet with staff to discuss children's achievements and progress.

### **The contribution of the early years provision to the well-being of children**

Children are happy, settled and enjoy their time at nursery. They are well cared for in a caring and supportive environment. Children's personal, social and emotional development is developing well. They form close bonds and secure attachments with staff at the nursery, including their key person. Staff promote and role model kind and caring attitudes which results in a calm environment for children to develop firm relationships. Children's behaviour is handled sensitively and they respond well to praise and encouragement. The nursery is comfortable and has ample space for children to move around in safety and fully explore the resources. Children's safety is given high priority. Staff conduct daily checks on the premises and effective risk assessments procedures are in place. Staff are well deployed, which helps to ensure that children are supervised and kept safe. Children learn to take considered risks in a safe environment and understand the rules at nursery. They know why they do not run indoors. Children enjoy the freedom of outdoor play where they are able to challenge themselves with activities such as climbing, balancing or running energetically to release their energy.

All staff document and understand children's specific health, dietary needs and allergies and consequently promote children's well-being. Children learn about healthy lifestyles and follow good hygiene practices as they take responsibility for washing their hands appropriately throughout the session. Children are provided with a healthy and nutritious cooked meal and are developing their independence extremely well as they serve their

own food and drinks.

### **The effectiveness of the leadership and management of the early years provision**

The manager and staff understand the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. They consistently implement the clear policies and procedures that underpin their safe practice. Staff have a strong understanding of the safeguarding policy and know what action to take if they were concerned about a child. Robust recruitment procedures are in place which ensures all adults have suitability checks completed. There are good security arrangements in place at the entrance where parents or visitors need to ring the bell to gain entry. All visitors are required to show their identification and sign the visitors' book.

The registered provider and senior managers are all committed to continually monitoring the educational programme, and staff practice. They recognise and value the importance of self-evaluation and take advice from the local early years team, implementing action plans which are successfully achieved over a period of time. Staff are encouraged to attend regular training to keep themselves updated with childcare practices. This demonstrates they are willing to continually develop their service.

There is a strong partnership with parents and carers. They are invited to join in activities and regularly attend parties for special celebrations. Parents are informed of their child's day through daily verbal feedback. More formal parents meetings are held through out the year to ensure parents receive information about their child's progress. The views of parents and carers are sought in the form of parental questionnaires when children leave the setting and any suggestions are considered. Parental comments at inspection indicate that parents are overall satisfied with the level of information provided about their child. Other forms of parental feedback such as questionnaires and 'thank you' cards show parents are happy with the service provided. The nursery has close links with the local children's centre and local schools and this helps support the transition process for children moving onto formal education.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY450437
<b>Local authority</b>	Brent
<b>Inspection number</b>	886192
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	46
<b>Number of children on roll</b>	42
<b>Name of provider</b>	Little Learners Montessori Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0208 9041014

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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