

Acorn Montessori Nursery

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



Inspection date	9 November 2017
Previous inspection date	14 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and staff use effective methods to engage parents and involve them in their children's learning. For example, parents can access up-to-date information on their children's progress through the setting's online system. The manager also provides workshops that help to expand parents' understanding of the curriculum and how children learn.
- Children develop a keen interest in books and enjoy listening to stories. Staff use these opportunities effectively to support children's learning. For example, they check children's understanding of things, such as colours, and introduce them to new words.
- Staff act as good role models for children. For instance, they demonstrate positive interactions, such as taking turns and saying 'please' and 'thank-you'. They help children begin to recognise and manage their own feelings. Children behave well.
- Children are enthusiastic learners. They enjoy learning from adults and show high levels of concentration during their self-chosen play. Children develop a wide range of skills to support their ongoing learning, including preparing them well for school. They become confident communicators, listen to each other and express themselves effectively.

It is not yet outstanding because:

- Staff do not consistently provide a wide range of media and materials for babies and toddlers, to develop their exploratory play and encourage them to use different senses.
- The manager and staff accurately track the development of individual children. However, they do not use this information effectively to identify any disparities between groups of children's progress.

What the setting needs to do to improve further

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

- expand the range of media and materials available for babies and toddlers to support their sensory and exploratory play
- extend the monitoring of children's progress, to help identify any differences in the progress of groups of children to target teaching more effectively.

Inspection activities

- The inspector observed a range of activities indoors and outdoors, and assessed the quality of teaching and its impact on children's learning.
- The inspector had a meeting with the manager and deputy manager. She also explored the views of staff and children at intervals during the inspection.
- The inspector had discussions with parents and considered their views, along with samples of parents' written feedback.
- The inspector looked at a sample of documentation, including policies and procedures, evidence of staff suitability checks and children's learning records.
- The inspector carried out a joint observation with the manager.

Inspector

Sarah Crawford

Inspection findings

Effectiveness of the leadership and management is good

The manager, who is also the owner, is well qualified and experienced. She uses her knowledge of childcare to drive continuous improvement. She actively seeks the views of staff, children and parents when reviewing the quality of the setting. The manager uses well-targeted action plans that improve children's experiences at nursery. For example, recent renovations to the large garden provide a wider range of exciting learning opportunities outdoors. Staff make effective use of training, for example, to strengthen their knowledge of how to keep children safe. The manager and deputy manager monitor staff performance and provide guidance on how staff can improve their teaching further. Safeguarding is effective. The manager uses robust recruitment and induction procedures to ensure that staff are suitable.

Quality of teaching, learning and assessment is good

Staff closely observe and monitor the progress of individual children to identify what they need to learn next. They plan a range of activities indoors and outdoors, which takes account of children's individual interests. Staff work in partnerships with parents and, where appropriate, other professionals to help children achieve well. Staff help children to learn about and respect differences between people. For example, they take them on outings to explore their local community and learn about a range of cultural events in the nursery. Older children show a good knowledge of how their bodies function. For instance, they described how their brain remembers information and the inside of the skull protects their brain. Staff enhance children's learning with extra-curricular activities, such as ballet and French, and invite visitors to the setting, including staff from a petting zoo.

Personal development, behaviour and welfare are good

The manager and staff develop strong relationships with parents and get to know the children well. Children clearly enjoy being at the nursery, they arrive happy and enthusiastic to learn. Children are well cared for and develop close bonds with staff. For instance, they eagerly include staff in their games and go to them if they need help. Children receive lots of praise from staff for their efforts and achievements. This helps them to feel secure and to develop confidence in their own abilities. Children enjoy fresh air and exercise in the garden each day that supports their physical development. Staff help children to develop an awareness of healthy eating. For example, they discuss the benefits of eating vegetables and describe how food provides their bodies with energy.

Outcomes for children are good

Children make good progress from their various starting points. This includes children who have special educational needs and those who speak English as an additional language. Pre-school children are highly imaginative and enjoy representing their ideas through their role-play and artwork. For example, children created colourful collages on paper plates. They spoke enthusiastically about their creations, describing these as a flying saucer, a satellite dish and rocket ship. Toddlers and babies enjoy songs and rhymes, joining in with actions and learning to move rhythmically.

Setting details

Unique reference number	EY470929
Local authority	Harrow
Inspection number	1069888
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	60
Number of children on roll	77
Name of registered person	Acorn Montessori School Limited
Registered person unique reference number	RP905780
Date of previous inspection	14 May 2014
Telephone number	07791767819

Acorn Montessori Nursery registered in 2013. The nursery is open on Monday to Friday from 8am to 6pm, for 47 weeks of the year. The provider employs 18 members of staff to work with the children. Of these, 14 hold a relevant childcare qualification. The manager and three members of staff hold a qualification at level 4. Other staff are qualified at level 3 or 2. The setting uses the Montessori method within their teaching practice.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

