

# Oak Lee Montessori School

Innellan House, 44 Love Lane, Pinner HA5 3EX



<b>Inspection date</b>	19 December 2018
Previous inspection date	27 July 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

- Managers and staff are passionate about the continual self-reflection and development of the nursery. They have an agreed vision for the future and are motivated to achieve very good outcomes for all children.
- Staff have warm and caring relationships with children. They assess their key children's level of achievement regularly and accurately. They use this information and additional funds to target their teaching to the areas where children need the most support. As a result, children of all ages and abilities make good progress.
- Staff have created an interesting and well-organised learning environment, indoors and outdoors. Children enter the nursery eagerly and begin to engage in their self-chosen learning. Children progress very well, respond well to staff and learn well through meaningful interactions with them.
- Staff teach children astutely about personal safety. For example, older children are involved in the safety procedures that are planned for crossing a road.
- Overall, leaders have successfully created an effective culture of partnerships with parents. They seek feedback from parents, children and staff to form their future action plans. Parents speak highly of the setting and the support given for their children's welfare.
- At times, staff miss opportunities to encourage positive behaviour in children, when they sometimes lose concentration and become distracted.
- Staff do not make best use of every opportunity to support children to think about and solve problems in their own ways, for example, during some outdoor activities, to raise the quality of teaching to the very highest levels.

## What the setting needs to do to improve further

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

- build on the systems for promoting positive behaviour and increase all staff's potential to consistently develop the highest quality of children's involvement
- make more use of opportunities to extend children's critical-thinking skills to increase their abilities to solve problems.

### Inspection activities

- The inspector observed activities in all parts of the nursery, including the outdoor provision.
- The inspector spoke with staff and children, at intervals, during the inspection. She also spoke with several parents during the inspection and took account of their views.
- The inspector had a meeting with the provision manager, human resources staff and other staff.
- The inspector looked at children's records, planning documentation and the setting's policies and procedures, including those related to the suitability of staff.
- The inspector completed a joint observation with the provision manager.

### Inspector

Mrig Divecha-Talker

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff demonstrate a good understanding of safeguarding and wider child protection issues. They are secure in their knowledge of how to identify and report concerns to protect children from harm. Staff use procedures, including risk assessment, to keep children safe. Managers implement effective procedures to verify the ongoing suitability of staff. The well-qualified staff benefit from ongoing supervision and training opportunities that help to build on their existing skills. Some staff, for example, have been supported to undertake leadership or further education qualifications. Leaders work astutely with other settings and professionals to provide continuity for all children, including those who require additional support. For example, individual activities are planned to nurture children with special educational needs (SEN).

### Quality of teaching, learning and assessment is good

Children are encouraged to be inquisitive learners. For example, they enjoy learning about worms outside. Staff regularly assess children's individual progress to support their development and help close gaps in their learning. For instance, young children increase their vocabulary and learn the sounds that letters represent, which help to promote their language and early literacy skills. Children with SEN make effective progress from their starting points. Staff share information with parents daily about what children have been doing and discuss the children's progress on a very regular basis. Staff respond to babies' emerging interests, such as in opening and closing lids, by providing additional containers. Older children discuss their own experiences, ask questions and negotiate in small groups. Children challenge their physical skills as they practise jumping and balancing.

### Personal development, behaviour and welfare are good

Children of all ages are confident and very independent in their self-care. Staff encourage children to be helpers through the day. Children cooperate, share and take turns with each other. Children benefit from regular trips and outings that allow them to explore the surrounding area and learn more about the world around them. For example, babies go for buggy walks and older children visit farms and museums. Children have many opportunities to develop an understanding of different cultures and the diversity of the world, such as visits to care homes. Children are provided with freshly prepared meals that adhere to their dietary requirements. Older children engage in discussions to learn about healthy choices and keeping safe.

### Outcomes for children are good

Staff ensure that children are well prepared for the next stage of their education, including the move to school. Children of all ages and abilities are encouraged to make decisions and learn through progressive practice. For example, babies choose the brush and paint they would like to use, and older children complete their own threading activities. Older children gain a secure understanding of numbers and counting. For instance, children enjoy moving and counting tree decorations in the garden.

## Setting details

<b>Unique reference number</b>	EY475821
<b>Local authority</b>	Harrow
<b>Inspection number</b>	10063435
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	95
<b>Number of children on roll</b>	120
<b>Name of registered person</b>	Oak Lee Montessori School Limited
<b>Registered person unique reference number</b>	RP533528
<b>Date of previous inspection</b>	27 July 2016
<b>Telephone number</b>	02088661855 or 02088660303

Oak Lee Montessori School registered in 2014 and is run by a private provider. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. The nursery receives funding to provide free early education for children aged three and four years. There are 25 members of staff. Of these, 13 hold appropriate early years qualifications at level 2, 3, 5 and 6 and one holds a B.A. (Hons.) degree. The nursery follows the Montessori method of education.

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