

Wetherby House Montessori LTD

15 Green Lane, NORTHWOOD, Middlesex, HA6 2UZ

Inspection date	10/06/2014
Previous inspection date	13/12/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- The staff use good teaching methods to ensure all children are developing the skills they will need when they go to school.
- Key persons work successfully in partnership with parents and other professionals to meet children's individual care and learning needs.
- The managers and leaders develop good relationships with parents, taking on board their views and opinions to inform the continued development of the setting.

It is not yet outstanding because

- Routine activities, such as hand washing are not always effectively organised. During this busy time key persons are not always able to fully focus on meeting the emotional needs of some key children and this has a slightly negative effect on children's well-being.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children and staff interactions with them, in the inside and outside areas.
- The inspector spoke to children, parents and staff.
- The inspector reviewed a range of policies and documents including, children's learning records and staff vetting checks.
- The inspector held meetings with the provider and managers.
- The inspector invited the manager to complete a joint observation.

Inspector

Naomi Hillman

Full report

Information about the setting

Wetherby House Montessori registered in 2013 and nursery is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. It is run by a limited company. The nursery operates from a refurbished detached house in Northwood, within the London Borough of Hillingdon. Children have access to a secure, enclosed garden. The nursery serves the local and wider community and is open for 50 weeks of the year. The setting is open Monday to Friday from 7.30am until 6pm. Children attend from the age of six months to five years, on a full- or part-time basis. The nursery receives funding for the provision of free early years education for children aged two, three and four years. There are currently 88 children in the early years range on roll. The nursery supports children with special educational needs and/or disabilities. There are 17 members of staff working with the children, alongside one full-time cook. All but three staff who work directly with the children hold appropriate qualifications. This includes two staff who hold Early Years Professional Status, and one who has qualified teacher status.

What the setting needs to do to improve further

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

- review daily routines with regards to enabling key persons to meet the needs of their key children during transitions in the day.

Inspection judgements

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

The staff have a good understanding of how to teach children. The quality of teaching is consistently good. The Montessori teaching methods are combined with the requirements of the Early Years Foundation Stage to ensure that children are supported to acquire the skills and capacity to learn effectively. This is a particular strength in the teaching of the pre-school age groups. Children are interested in exploring the environment and display the characteristics of effective learning. Babies enjoy a music session, shaking shakers and waving their arms as staff sing. Pre-school children are keen to take part in a maths matching game. They show good levels of concentration and counting skills as they take turns to sequence and match cards with numbers, quantities and the written numeral. As a result, children are well prepared for the next stage of their learning and school.

Staff effectively differentiate the teaching and support they provide to ensure that each individual child's learning and development is effectively supported. The education programmes cover the seven areas of learning and development through a range of interesting experiences that meet the needs of all children. Staff can demonstrate that all children, over time, are progressing well from their individual starting points, in their all-

round development towards the early learning goals. Where children's starting points are below those of other children of their age staff work with other professionals to implement effective strategies to support their learning and assessment. This works to successfully close the gaps in children's learning.

Staff spend their time engaging with and talking to children. They are playful, joining in with children's games and encouraging them to have a go. There is a good mix of adult-led and child-led activities. Children are free to lead their own learning, choosing the activity they want to take part in, either working as groups or alone. Children get along well together and play and learn alongside each other, or in groups, as is age appropriate.

Key persons make regular observations of their children. They use these to record children's current levels of development and to identify the next stages in their learning. Parents also record observations of children's interests at home. Key persons use these observations to ensure that the experiences they provide build on children's interests and extend their learning. This is done through planning and providing a range of suitably challenging activities. Staff also observe children's levels of engagement in the planned activities to ensure they are meeting the learning needs and individual interests of children. Staff complete the required progress checks for two-year-olds and produce summative assessments to identify children's achievements. This means that staff have a secure picture of children's current stages of learning. They are aware of the progress children are making across each of the seven areas of learning. They are able to clearly describe their key children's achievements and areas for development.

The key person system supports engagement with parents. There are good partnerships between parents and staff. They work together to promote children's learning and development. Parents describe how they work as a team with the staff, to provide consistency and help children develop and learn. Parents are kept well informed of their children's progress, through daily conversations and regular parents' meetings. Staff work with other professionals to make sure they use effective, targeted strategies and interventions to support children with special educational needs and/or disabilities. Through good partnership working the staff team ensure that every child is making good progress towards the early learning goals.

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

The nursery is a clean, safe and well organised environment. A good range of interesting toys and resources are easily accessible to children in both the inside and outside areas. The stimulating environment supports children's all-round development and emotional well-being. Children are able to move freely around the space and choose the activity or resources they wish to play with. Children use a wide range of toys and equipment, in the nursery rooms and garden. This builds their independence.

Staff are friendly and welcoming. They respond warmly to babies, cuddling and rocking them if they become upset. Staff speak kindly to children and explain how they want them to behave. There is a well-established key person system in place. Children are confident

to share concerns with their key person and form secure attachments which promote their well-being. Key persons know their children well. They are able to describe their interests and stages of learning and development. They use this knowledge to meet the children's emotional needs and plan for the next stage of their learning. However, at busy times during the day, such as when children wash their hands before snack time, key persons can become distracted. As a result they do not always focus on the care their key children receive. Overall, this does not affect children's well-being significantly. It does, however cause slight distress to a new child who is asked to wash their hands more than once.

Children are confident to approach and speak to adults. They show good levels of engagement in their play and learning. Staff respond to children's interests providing more resources to extend the learning. For example, when children become engaged in banging drums, staff bring out more instruments and put on music for children to play along to. This develops into a music and dancing session drawing in several children who sing, dance and shake their instruments in time to the music.

Staff help children to learn to take turns and share. As a result children are learning to get along well together and respect each other's differences. Staff have a good understanding of how to promote children's safety and well-being, such as ensuring children wear hats and sun cream while playing outside. Children are offered a range of healthy snacks and meals. Drinking water is freely available throughout the day. Staff are deployed well and minimum adult-to-child ratios are maintained at all times. Children are taught to manage their own personal care as is appropriate to their age and they are developing the self-care skills they will need at school.

Children are emotionally well prepared for starting school. Key persons spend time talking to children about future changes, listening to their concerns and reassuring them about what to expect. School teachers come into the setting to meet children and summative assessments of the children's learning and development are sent to schools. This helps to provide continuity of children's care and learning.

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

The provider has a good understanding of her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. The provider and managers have a secure understanding of the areas of learning and how children learn. They work alongside staff in the rooms to model good practice. This ensures they have an overview of children's experiences and the educational programmes. These systems mean that children have access to a wide range of experiences that help them make good progress towards the early learning goals.

The provider implements effective systems to monitor the planning and assessment of children's learning. She ensures that she knows all the children in the nursery, and supports staff to identify and meet children's individual learning needs. As a result all children are making good progress from their starting points.

The provider has a clear understanding of her responsibility to meet the safeguarding and

welfare requirements of the Early Years Foundation Stage at all times. She has created a safe and welcoming environment where children's dietary and health needs are well managed. The provider has a clear safeguarding policy developed with the support of the local authority adviser. The lead safeguarding practitioner has attended suitable training. All staff have been vetted to work with children. Staff understand and implement the safeguarding policy and procedures, promoting the safety of the children in their care. The provider has strong processes in place for recruitment, induction and ongoing training. This ensures that staff hold suitable qualifications and that managers and room leaders are experienced. Ratios are maintained at all times.

The provider and managers have a well-developed system for performance management. A good programme of professional development is followed. Managers and staff work well together to identify areas of professional development or training required to help the team to provide for children's needs. This is helping practitioners develop their knowledge, understanding and practice. There are clear management and accountability systems in place and any areas of underperformance are tackled.

The provider and managers have good partnerships with parents and other professionals. There are good systems for sharing information with parents about their children's learning and development. The provider actively seeks the views and concerns of parents and uses these to develop policies and practice. Parents report feeling 'listened to' and 'having their ideas taken on board'. The provider has developed good relationships with other external agencies and professionals to make certain that appropriate interventions are secured so that children receive the support they need. These partnerships make a strong contribution to meeting children's needs.

The Childcare Register

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

The requirements for the voluntary 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

Unique reference number	EY464485
Local authority	Hillingdon
Inspection number	961703
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	56
Number of children on roll	88
Name of provider	Wetherby House Montessori Limited
Date of previous inspection	13/12/2013
Telephone number	01923841368

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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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