

# Fountain Montessori Colindale

Unit 2, Avery Court, 45 Capitol Way, LONDON NW9 0BF



<b>Inspection date</b>	1 February 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- The manager is committed to developing the pre-school and providing a caring and good-quality learning environment. She gathers the views of staff, children and parents to help her in planning future improvements.
- Children develop strong emotional bonds with their key person and all members of staff. For example, they are given lots of reassurance and cuddles to help them settle-in to the pre-school, in their own time.
- Staff support children's mathematical skills well. For instance, they provide activities to help children recognise numbers, count, add and subtract.
- Staff put a lot of thought into the planning of the environment. They introduce seasonal resources that spark children's curiosity and involvement.
- Staff quickly identify children whose achievements are below what is expected for their age. They work very well with parents and other professionals, to help to support these children. This helps to make sure children who have special educational needs and/or disabilities make good progress given their capabilities.
- All staff do not always extend opportunities for children to fully develop their thinking skills and make links in their learning.
- Although the manager has systems in place to coach and mentor her team, the supervision process does not yet support staff to deliver outstanding teaching

## What the setting needs to do to improve further

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

- ensure that staff provide more opportunities for children to develop their thinking skills and make links in their learning
- enhance individual coaching and mentoring of staff to enable the quality of teaching and learning to be outstanding

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held discussions with the manager and the owner.
- The inspector spoke with parents to gather their views and opinions.
- The inspector completed a joint observation with the manager.
- The inspector sampled necessary policies, procedures and other documents.

### Inspector

Rizwana Nagoor

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Recruitment and induction procedures are secure. The manager and her staff team have a good understanding of child protection procedures. They know how to manage any concern they may have about a child's welfare. Staff implement effective risk assessments to help minimise risks to children. This helps to ensure their safety and welfare as they play. Staff have developed strong and trusting relationships with parents. Daily conversations between staff and parents help to provide a consistent approach in supporting children's care and learning. Parents speak extremely highly of staff. They comment on how much their children have developed in confidence since starting at the setting.

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

Staff conduct regular observations. They use this information to form accurate assessments of progress and to plan for children's next steps in learning. Staff show children how to handle resources with care. Children keenly join in play and respond well to instructions. For example, they explore cooking resources to make play dough and observe the changes that happen to ingredients when they mix. They roll, pat and cut dough into different shapes. Children are constantly engaged in purposeful and challenging activities. Older children participate in French lessons. They enthusiastically name different parts of the body and join in with familiar songs. This helps to develop children's communication skills.

### Personal development, behaviour and welfare are good

Children develop high levels of self-assurance and self-esteem. They learn to manage risk and take responsibility for themselves particularly well. For example, during outings with staff, children practise to cross roads safely. Staff are positive role models. Children behave well and are given time to resolve their own conflicts. They are learning to be tolerant and respectful towards each other. Staff ensure children follow good hygiene procedures and exercise daily. They support children to become independent and take care of their physical needs while being close to support them when needed.

### Outcomes for children are good

All children make continued progress from their starting points. Children experience and learn about the changing weather. For example, they notice the falling snow, describe what ice feels like and observe the changes as it melts, wearing waterproof boots that they have put on themselves. Children enjoy enhancing their literacy and pre-writing skills. For instance, they learn about the sounds that letters represent and how to build words. Children express a keen interest in books as they lie together in the comfy book area and tell stories to each other from the pictures on the pages. Children develop the key skills needed for future learning and the eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY501737
<b>Local authority</b>	Brent
<b>Inspection number</b>	10079926
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Fountain Montessori Pre-School Limited
<b>Registered person unique reference number</b>	RP906020
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07803183321

Fountain Montessori Colindale registered in 2016. It operates from a first floor room within a residential block. The preschool is open each weekday from 7.30am until 6pm all year round, excluding public holidays. The preschool receives funding for free early education for children aged two, three and four years old. The preschool currently employs seven members of staff. Of these, six hold qualifications at level 3 and above. The preschool follows the Montessori educational philosophy.

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