

Inspection of Fountain Montessori Nursery And Pre-School -edgware

St Margarets Parish Hall, Rectory Lane, EDGWARE, Middlesex HA8 7LG

Inspection date: 16 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children thrive in this warm and nurturing environment. They form strong relationships with their peers and staff. Children are very keen to approach staff to show them what they have achieved, and enjoy discussing this. For example, they proudly show staff what they have drawn and discuss this in detail with them. Children are also confident to approach staff for comfort or reassurance if needed. This means that they feel very safe and secure at the nursery.

Children develop their independence exceptionally well. For example, even babies learn the routines of taking their shoes off and washing their hands when they come into their room. Older children learn to self-serve their food and then carry it carefully to their tables. Children independently select their activities and show very good focus and attention as they complete it. They are extremely well prepared for their future.

Staff know their key children very well. They understand the next steps in each child's learning journey well and then plan how to help them achieve these steps. This leads to children making good progress from their individual starting points. The atmosphere in the nursery is a calm and positive one. Staff clearly communicate the behaviour expectations to children through visual symbols and frequent reminders. They praise children warmly when they try their best at their chosen activities. This means that children behave very well.

What does the early years setting do well and what does it need to do better?

- The manager provides regular effective professional development opportunities to staff to support them to continually improve their practice. For example, each member of staff sits with the manager to watch a recording of an activity they have led. They then discuss what went well and how they could make the activity even better next time. This gives staff ownership over their own professional development and ensures that children receive good-quality teaching.
- Leaders plan a clear curriculum for communication and language. Staff listen intently to what children are saying, getting down to their level and making eye contact with them. They ask children effective questions in response to what they say, to develop the discussion further. This teaches children conversational skills. Staff use repetition and visual symbols and props to teach children new vocabulary. For example, they show babies toy animals as they sing 'Old Macdonald' to them. This helps children to build their vocabulary.
- Staff carefully consider what they would like children to achieve in their physical development. Children develop their hand-to-eye coordination very well as they scoop and pour solids and liquids from one container to another. Children

develop their balance and learn to move their bodies in different ways as they they balance along beams, ride bicycles and crawl through tunnels. Children develop their fine motor skills extremely well. They thread beads, squeeze play dough, fish for buttons and use tweezers. This means that children make very good progress in their physical skills.

- Staff include mathematical language and concepts in many activities within the nursery. For example, staff show children how to form numbers with play dough and model how to make shapes with matchsticks. This helps children to progress well in their mathematical development.
- Leaders identify any concerns they may have about any areas of a child's development early. They work closely with parents and external professionals to put additional support in place for these children. This helps these children to make good progress towards their targets from their individual starting points.
- Leaders work hard to build strong partnerships with parents. They communicate regularly about what children have been doing at nursery, for example by sharing pictures of 'wow moments' on the app. Parents value the ideas for home learning that they are given. Leaders create a sense of community within the nursery by planning regular events where parents can participate, such as a trip to the zoo. This supports an effective transition between home and nursery for the children.
- Children take part in regular adult-led circle time activities throughout the day. They enjoy singing songs, listening to stories and talking about new learning concepts in these circle times. Occasionally during these times, adults talk for too long and do not consider how to ensure every child is fully engaged.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of what to do if they have concerns regarding a child's well-being. They attend regular training to ensure their safeguarding knowledge is kept up to date. Important safeguarding information is clearly displayed in the setting for staff to access if necessary. Staff participate in regular quizzes to ensure their safeguarding knowledge is up to date. The manager has a good understanding of safeguarding procedures and knows where to go for further support if necessary. Leaders use effective systems to recruit staff and to ensure their ongoing suitability. Leaders use ongoing risk assessment processes to ensure that children are safe and secure at all times at the nursery.

What does the setting need to do to improve?

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

- consider how to ensure that every adult-led circle time leads to all children making as much progress as possible.

Setting details

Unique reference number	2546939
Local authority	Barnet
Inspection number	10215599
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	90
Number of children on roll	100
Name of registered person	Fountain Montessori Pre-School Limited
Registered person unique reference number	RP906020
Telephone number	02089056202
Date of previous inspection	Not applicable

Information about this early years setting

Fountain Montessori Nursery And Pre-School registered in 2019 and is situated in Edgware, in the London Borough of Barnet. Children aged six months to five years attend the nursery. It is open Monday to Friday all year round from 8am to 6pm. The provider employs 26 staff, 21 of whom have relevant childcare qualifications.

Information about this inspection

Inspectors

Jenny Gordon

Marisa Etienne-Barnett

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager and the inspectors completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the manager.
- Children spoke to the inspectors about what they enjoy doing within the setting.
- The inspectors observed the interactions between staff and children.
- The inspectors had discussions with staff and parents, and took their views into account.
- The inspectors held discussions with leaders about nursery practices and procedures.

We carried out this inspection 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.

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