

Inspection of Fountain Montessori Colindale

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

Inspection date: 13 January 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children eagerly run along the corridor to the setting's door and ring the bell ready to start their day. As staff open the door, children excitedly share details of their journey to the setting. Staff show a genuine interest in what children are saying as they welcome them into the setting.

The setting has developed an ambitious curriculum which combines the Montessori approach and the early years foundation stage. As soon as children come into the setting, they are keen to select an activity or environment to explore. Children confidently self-select their activities, showing sustained focus and concentration as they work hard at their tasks and then tidy away after themselves.

Children's behaviour is good. Staff support children to share and play together collaboratively. Younger children look to older children for help when they find a task difficult. They ask politely for help and their friends willingly help. Staff encourage older children to build the confidence of those younger by clapping their efforts when they have worked together to complete the activity. This helps children to develop pride in their achievements. When children later manage to problem-solve and complete another puzzle independently, they joyfully show high levels of satisfaction.

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

- Staff know children well. They talk about how children have progressed since beginning at the setting. Staff have clear next steps in learning in place for each child. They regularly review what children need to learn next and build on their learning. Children are well prepared for the next stage of their learning.
- Staff support children to be independent in all areas of their day. As children enter the nursery, staff encourage them to take off their outdoor shoes and coats and put these in the appropriate places. At the breakfast table, children use tongs or spoons to put cereal into their bowls. Children carefully use a jug to add milk and then take their bowls to sit with their friends.
- Overall, staff deliver the curriculum for communication within the setting well. They provide a narrative to children's play. Staff introduce contextual language as children engage in new experiences, growing children's vocabulary and understanding. However, when staff ask children questions, they can be too quick to ask questions repeatedly in several different ways. They provide answers rapidly and do not consistently allow children the opportunity to recall what they have learned.
- Staff support children with special education needs and/or disabilities (SEND) well within the setting. Staff work in partnership with other agencies involved with children's learning, such as speech and language therapists. Children have

individual plans in place and staff support them to access all areas of the curriculum at their own pace.

- Staff help children to learn about staying healthy. For example, they provide a table filled with different fruits and vegetables to provide opportunities for children to touch, smell and taste a selection of produce. Children talk about their own preferences and make links with how they make soup at home. Staff support children to understand how eating different vegetables has an impact on their bodies, such as aubergine helps with digestion.
- Partnership with parents and carers is good. Parents comment that staff within the setting are very approachable. They understand the goals that their children are working towards and appreciate the home learning children receive each week. They describe the excitement with which their children approach these home learning tasks as staff make learning fun. Parents value the time they can spend in the setting for special occasions, such as Mother's Day, Father's Day and the annual sports day.
- Staff feel well supported. They have regular opportunities to meet with senior leaders to discuss their professional and personal development. Leaders and staff are self-reflective and regularly seek feedback from parents, children and staff. They evaluate this feedback to look at how they can continue to improve on the service they provide.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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 pose questions to give children time to reflect on what is being asked and recall information, to further develop their conversational skills.

Setting details

Unique reference number	EY501737
Local authority	Brent
Inspection number	10367275
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	3 to 4
Total number of places	26
Number of children on roll	20
Name of registered person	Fountain Montessori Pre-School Limited
Registered person unique reference number	RP906020
Telephone number	02082058415
Date of previous inspection	1 February 2019

Information about this early years setting

Fountain Montessori Colindale registered in 2016. It operates from a first floor room within a residential block in the London Borough of Brent. The setting is open all year round, from 8am until 6pm, Monday to Friday, except for bank holidays. It provides government funded childcare. The setting currently employs four members of staff. All staff hold qualifications at level 3 and above. The setting follows the Montessori educational philosophy.

Information about this inspection

Inspector

Natalie OLeary

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children told the inspector about their friends and what they like to do when they are at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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