

Inspection of Hounslow Montessori Nursery & Pre-School

First Floor, Khosla House, Park Lane, Hounslow TW5 9WA

Inspection date:

15 November 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Leaders do not have sufficient oversight to ensure the safe and efficient running of this nursery. Risk assessments are poorly implemented and this impacts on children's safety and well-being. Additionally, leaders have not effectively monitored staff's safeguarding knowledge to ensure all staff can identify potential signs of abuse and know the appropriate procedures for reporting concerns. This does not assure children's safety.

Leaders describe what they want children to learn over time. They put an appropriate focus on building secure bonds and developing communication and language skills. However, this is poorly implemented by staff who do not share the same understanding of the curriculum. For example, leaders say that eye contact and facial expressions are essential when communicating with babies. However, staff lift babies up from behind with no warning or suddenly take things out of their hands, resulting in them crying. Staff often fail to interact with children in any meaningful way. This is particularly true for children with special educational needs and/or disabilities (SEND). As such, leaders and staff do not implement an ambitious curriculum for all children.

Staff do not share the same behaviour expectations. They sometimes give instructions that are ignored. For example, children need repeated reminders to line up to go back inside. In addition, some staff are unable to engage older children in small-group learning, such as story times, and children choose to leave the group. This does not support children to develop positive attitudes to learning or help to prepare them for their upcoming transitions to school.

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

- Staff do not have secure safeguarding knowledge. The designated safeguarding lead is not clear about local safeguarding arrangements and this uncertainty filters down through the staff team. Some staff do not recognise potential safeguarding concerns. The manager does not do enough to identify and close gaps in knowledge through effective inductions and supervisions. The potential impact of this on children's safety is significant.
- Leaders and staff fail to identify risks in the environment and take steps to minimise these. For example, there are choking risks for babies in both the indoor and outdoor environments. In addition, the setting is not following company procedures for managing allergies and there are no alternative strategies in place to safeguard children with severe allergies. This further compromises children's safety.
- Leaders have developed a curriculum that puts an appropriate focus on communication and language skills. For example, they introduce a new book

with a box containing items to ignite interest and promote talk. However, while some staff deliver this 'chatterbox' session with enthusiasm, other staff are unable to engage children and do not fully understand the learning intents. These weaknesses do not support all children to make good progress.

- Some interactions between staff and children are warm and supportive. For example, each child has a box from home full of family photos and special items, and staff use these to offer comfort and reassurance. However, staff often focus on routine tasks, or observe children but fail to engage in their play or extend their learning. Staff sometimes tell children to 'stop that' or 'play nicely', which confuses them as no other explanation follows. This does not support their personal development.
- Staff do not plan effectively for outside learning and the outside garden is poorly developed to meet the needs of all children. For example, there are few resources outside to engage or interest babies. Staff prevent children from taking their own appropriate risks. For example, children are stopped from going down the slightly bigger slide. This limits their physical development. However, some interactions are more successful. For example, staff introduce simple mathematical language while children pretend to bake in the mud kitchen.
- The special educational needs coordinator communicates well with parents and other professionals. However, staff fail to meet the needs of children with SEND as they do not have the training or experience to implement effective strategies or provide appropriate support. For example, staff closely follow children with SEND around the room and physically direct them too often, limiting their choice and independence. Children with SEND do not make the progress they are capable of.
- The manager does not reflect on practice with confidence or clarity to give staff the feedback they need to improve. However, she is supported by an area manager who was quick to acknowledge areas for improvement and is committed to ensuring these are met quickly.
- Leaders have worked hard to improve parent partnerships. They have introduced strategies to keep parents informed about their children's learning and development. Parents comment that they feel their children are happy and well cared for.
- Staff include a range of festivals and cultural events in their planning. For example, the role play area has been adapted to celebrate the festival of Diwali. This teaches children about the world and supports children from different backgrounds to feel represented and valued.

Safeguarding

The arrangements for safeguarding are not effective.

The setting does not have a secure culture of safeguarding. Staff, including the designated safeguarding lead, have gaps in their safeguarding knowledge. There is a particular lack of clarity around the local reporting arrangements should safeguarding concerns arise. Leaders and staff fail to identify risks in the environment and take steps to minimise these for children. Allergies are not

securely managed. However, the building is secure and hygienic, and vetting and recruitment processes are robust to ensure staff are suitable to work with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure all staff have up-to-date knowledge of safeguarding issues, including the appropriate reporting procedures to follow, to keep children safe	04/12/2023
ensure that robust risk assessments are implemented and that the process is effective in identifying and minimising or removing all potential hazards to children	04/12/2023
implement targeted professional development for all staff, including management, to improve teaching and provide children with consistently good learning experiences	04/12/2023
implement effective strategies to support children with SEND to make independent choices and fully access the curriculum.	04/12/2023

Setting details

Unique reference number	EY498384
Local authority	Hounslow
Inspection number	10318348
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	72
Number of children on roll	37
Name of registered person	V, D's & Every Kid's Dreams Nurseries Limited
Registered person unique reference number	RP533765
Telephone number	07533622275
Date of previous inspection	11 July 2018

Information about this early years setting

Hounslow Montessori Nursery & Pre-School registered in 2016. The nursery is located in Hounslow in west London. The nursery is open each weekday from 8am until 6pm, all year round, except for bank holidays. The manager holds a relevant level 6 qualification and five other staff hold appropriate qualifications at level 2 and above. The nursery receives funding for the provision of early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Nicola Baker

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the area manager about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having 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 manager provided the inspector with a sample of key documentation on request.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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