

Inspection of Tara House Montessori Nursery School

Wilson Walk, Stamford Brook, London W4 1TP

Inspection date: 11 July 2023

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The nursery offers a curriculum that reflects the Montessori approach to education and learning. Children arrive at the nursery and are excited and eager to learn in this fun-filled nursery. They excitedly wave to their parents and happily greet staff and their friends. Staff ensure they listen to the children's voice. Children are at the centre of everything they do. They are extremely confident in their abilities. Children know what they want to do and where to find the resources they need. For example, younger children arrive in the afternoon and went straight to the practical life area, where they help themselves to trays of resources. They slowly and very carefully take the trays to a table and very successfully pour water into small glasses. They repeatedly practise this skill. Children are actively encouraged to make choices and direct the flow of their play. They are confident to put forward their ideas. For example, as they build a train in the garden, pretend they are doctors and says they are 'going to the Philippines'. Staff have a natural understanding of children's needs and successfully guide their individual learning. All children thrive and flourish extremely well.

Children are respectful of staff and one another. They share toys and resources, such as ensuring everyone at the table has some play dough. Children have a secure knowledge of the nursery's rules, for example using 'good listening'. Older children are confident to remind the younger ones of the rules as they sit at the snack table. For example, saying, 'This is the way to hold your plate.' Children learn to manage their emotions and feelings extremely well and treat everyone with kindness.

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

- Staff are highly skilled communicators. They use a range of opportunities extremely well to support children's language development. Lots of happy singing can be heard all around the nursery. Children's laughter and excited chatter can be heard in the garden as they play, while inside they calmly interact with staff and each other. The many exciting games and activities heightens children's curiosity and imagination.
- Children develop a keen interest in books. They know that books can be read for fun and for information. Children create their own book about themselves, which they proudly share with staff and peers. Staff have carefully chosen books and resources that represent the children that attend the nursery. As a result, children feel valued and are confident to celebrate their individuality.
- The team is highly committed to their role. They are led by a very enthusiastic and very ambitious manager. Her enthusiasm and drive spark staff's imagination. As a result, staff share a clear vision to support children to be highly confident, motivated and independent. They plan challenging activities for

children that promote their resilience. For example, children's ability to keep trying and persevere helps them to become critical thinkers and problem solvers. All children's progress is exceptional.

- Children relish the opportunities to participate in planting seeds. They learn about how they grow and where vegetables, such as peas, beans and tomatoes, come from. They learn about caring for the environment and inform the manager that they need 'more pollen for the bees'. Children develop healthy habits and learn about hygiene, such as washing their hands and effective oral hygiene.
- Staff are highly skilled at monitoring children's learning. They identify children who need additional support and quickly seek the right support for them. The special educational needs coordinator for the nursery, works extensively with a range of experts. They have effective strategies to help children reach their milestones.
- Children develop a secure understanding of early mathematics. Older children are very curious about distance, they ask the inspector, 'How many miles did you have to travel to nursery?' They confidently talk about time. For example, asking, 'How long did it take to get to the nursery?' and 'How many minutes is that?' They are beginning to know the value of numbers. Younger children learn to count beyond five. This helps children to develop a positive attitude to mathematics and problem-solving.
- Parents eagerly share their views of the nursery. They say that they are overwhelmed by the support of the nursery. They talk in detail about the individual skills and knowledge that their children are learning. Parents say that the nursery has helped them to understand how their children learn. They report that they feel like they belong to the nursery community and confident that their children are well prepared for the next stage of their education.
- The manager is highly reflective of practice. They are extremely proactive in listening to staff to identify their own talents and ambitions. Staff are confident and feel strongly supported and valued, which has a direct, positive impact on children's learning.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given the highest priority. Children learn to keep themselves safe as they line up to go inside from the garden and follow the garden rule. For example, they wait until a card is in the basket before going out as this tells them there is space. The designated safeguarding leads and staff have a thorough understanding of effective safeguarding practice. They are confident about the procedure to follow if there is a concern about a child's welfare. This includes how to report an allegation, which promotes children's safety effectively. Risk management strategies are effective. Children are cared for in a safe and secure environment. Robust recruitment practices mean children are cared for by suitable adults.

Setting details

Unique reference number	EY462811
Local authority	Hounslow
Inspection number	10286089
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	49
Number of children on roll	73
Name of registered person	Tara House (Montessori) Limited
Registered person unique reference number	RP532607
Telephone number	07721679049
Date of previous inspection	31 October 2017

Information about this early years setting

Tara House Montessori Nursery School is an established nursery that re-registered in 2013. It operates from a Scout hall in Chiswick in the London Borough of Hounslow. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery operates in term time from 9am to 4.15pm from Monday to Thursday and from 9am to 12.30pm on Friday. The nursery employs ten members of staff who work with the children, six of whom have an early years qualification and the manager holds early years professional status.

Information about this inspection

Inspector
Marvet Gayle

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children engage in conversation with the inspector during the inspection.
- Staff spoke to the inspector throughout the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with and considered the views of parents.
- The inspector looked at relevant documentation and reviewed evidence of staff's suitability.

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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