

Happy Hands Montessori Nursery

South Hampstead Cricket Club, Milverton Road, London, NW6 7AR

Inspection date	29/04/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are calm and happy at the nursery. Consequently they have high levels of engagement in their chosen play and are keen learners.
- Staff show a good understanding of how to promote children's learning, they effectively ask children interesting questions to support their development and as a result, children are making good progress.
- Leaders and managers recognise the importance of a well-qualified staff team and have a strong drive for continuing improvement. Therefore the quality of teaching is good.

It is not yet outstanding because

- There are developing systems to support children who are not yet talking, but on occasions some children are not fully supported to make choices.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children and staff's interactions with them, in both the inside and outside areas.
- The inspector spoke with children, parents and staff.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the provider and manager.
- The inspector reviewed a range of relevant documents including children's learning records, safeguarding policy and staff vetting checks.

Inspector

Naomi Hillman

Full report

Information about the setting

Happy Hands Montessori Nursery registered on the Early Years Register in 2013. It is one of two nurseries run by Happy Hands Montessori Nursery Ltd. The nursery operates from a hall within South Hampstead Cricket Club in Brondesbury Park in the London Borough of Brent. Children have access to a secure enclosed outdoor play area.

The nursery is open each weekday from 8am to 6pm for 43 weeks of the year, offering part time or full day places. The nursery follows the Montessori teaching method. There are 20 children on roll who are aged between two and four-years-old. The nursery is in receipt of funding for free early education for children aged three and four years. The nursery supports children learning English as an additional language and children who have special educational needs and/or disabilities. The nursery employs five members of staff, all of whom hold relevant early years qualifications. The nursery also employs a cook.

What the setting needs to do to improve further

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

- further develop systems to support all children's communication skills.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy their time at nursery. The manager and staff create a calm and welcoming environment and therefore children have high levels of engagement in their play and learning. The nursery follows Montessori teaching methods which staff use to effectively promote children's learning in line with the Early Years Foundation Stage curriculum. Staff provide children with a wide range of interesting and challenging experiences through a mixture of adult-led and child-initiated activities. The environment is organised to enable children to move around freely and choose from a wide range of resources. Managers and staff explain how children's individual interests are supported and that children who are focused on an activity are not interrupted. Consequently children are keen and interested in learning.

Staff practice is based on a secure knowledge and understanding of how to promote the learning and development of young children. All staff consistently extend children's learning through asking thoughtful questions that help them to explore their ideas and

think about what they are doing. For example, while playing with water staff ask them 'What happens when you pour the water into the top?' Staff encourage children to watch closely and pour the water again over a period of a few minutes to help them develop and explore their understanding of what happens. The quality of all teaching is good and, at times, outstanding.

Key persons work with parents to create an accurate record of children's learning and development when they start at the nursery and they know their key children well. They are able to describe their individual interests, current stages of development and next steps in learning. All staff complete regular observations of children and use these to effectively plan suitably challenging activities. Progress checks for two-year-old children are in place. In addition, staff carry out regular assessments of children's learning to help ensure all children are working comfortably within the typical range of development expected for their age.

Staff have a strong focus on the development of children's communication and language and their physical and social skills to ensure that they are developing the key abilities needed when they go on to school. Staff can demonstrate that all children are progressing well towards the early learning goals. Where children's starting points are below those of other children of their age, key persons have targeted strategies and interventions in place. This ensures all children's learning needs are met. The staff are developing systems to communicate with children who do not yet talk and these are beginning to be embedded in practice. However, occasionally there are missed opportunities to help these children to make choices, such as choosing a song during circle time.

There are strong relationships between parents and staff. The key person system supports all parents to share information about their child's learning and development at home. Parents feel well-informed about their children's progress and development at the nursery. An informal system of daily conversations and regular parent meetings means that key persons and parents work in partnership to support children's learning and development.

The contribution of the early years provision to the well-being of children

The nursery is a safe, bright and well-organised environment with a variety of accessible and stimulating resources that cover the seven areas of learning and development. Both the inside and outside areas provides a range of experiences that support children's development and emotional well-being.

All staff know children well and the effective key-person system helps children form secure attachments and promotes their well-being. Key persons get to know each child well before they settle into the nursery. They use their understanding of the individual child's interests and needs to sensitively support their transition into the nursery. All staff help children develop independence and self-care skills by encouraging them to take an active role in the daily routines, such as washing up their own plates and bowls after lunch. This

means that all children show high levels of motivation and self-confidence. Older children are confident in caring for themselves which they will need to do when they go on to school.

Staff spend their time engaging with the children, they talk to them with kindness and respect. Staff are good role models and use agreed strategies to provide clear guidance for children about what is acceptable behaviour. Consequently, children behave well and are learning to respect each other. Older children are able to resolve differences without adult support and relationships are good at all levels. Staff develop warm relationships with children, they are enthusiastic and praise children's efforts. Children's behaviour shows that they are confident as they approach adults with questions or concerns.

Staff have a strong focus on keeping children safe and are able to demonstrate that they understand how to take appropriate action to protect and support the children in their care. Staff encourage children to explore the environment around them and understand the consequences of their actions. As a result, children are learning how to manage age-appropriate risks and challenges such as learning to climb up the slide ladder safely. Staff talk to children about the importance of a healthy diet and what their body needs to grow. Children are provided with good opportunities to enjoy the fresh air and be physically active. For example, as they enjoy racing on scooters and throwing the balls into baskets.

As this is a newly opened nursery no children have yet moved onto other settings or school. However, staff are beginning to emotionally prepare older children for their transition to school by talking to them about school life and putting in place systems to share information with local primary schools.

The effectiveness of the leadership and management of the early years provision

The management team have a good understanding of their responsibilities in meeting the learning requirements of the Early Years Foundation Stage. They have a secure knowledge of the areas of learning and how children learn. The provider works in partnership with the manager to track all children's progress and monitor the assessment of children's learning and development. This ensures appropriate interventions are sought for children or groups of children with identified needs.

The provider recognises the impact an experienced and well qualified staff team has on outcomes for children and encourages ongoing professional development. There are effective systems for staff supervision and appraisals which are used to identify any training needs and any under-performance is swiftly tackled. The manager works closely with the staff team and an ongoing process of observation, reflective practice and weekly meetings support staff practice. All staff have access to regular training with the emphasis on continually building teaching skills and meeting children's learning needs.

The management team have a secure understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. An effective safeguarding policy is in place and is understood and implemented by all staff. This means staff are sensitive to potential and actual harm to children and know the correct procedures to follow to keep children safe. The provider and manager have put in place clear processes for the recruitment and induction of staff and all staff have been vetted to work with children. Daily registers, first aid procedures and regular fire drills mean that children's safety and welfare is effectively promoted.

The provider and manager have a strong drive to improve. A well-documented and robust process of self-evaluation is in place. They seek the views of local authority advisors, children, parents and staff to inform their priorities for development. Planned actions to overcome weaknesses are highly effective. For example, a plan to improve the amount of fresh fruit and vegetables children eat has been implemented in gradual steps and has led to a significant improvement in children's diet and openness to try new foods.

The provider and manager have good relationships with parents. Parents feel able to approach them with any questions or concerns. The manager supports key persons and parents to work together to meet the needs of all children. Partnerships with other professionals and outside agencies are developing and appropriate interventions are being secured, consequently children are receiving the support they need.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY468171
Local authority	Brent
Inspection number	934339
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	20
Name of provider	Happy Hands Montessori Nursery Ltd
Date of previous inspection	not applicable
Telephone number	0208 452 4060

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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