

# Happy Child Montessori Baby

Inspection report for early years provision

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| <b>Unique reference number</b> | EY381914                            |
| <b>Inspection date</b>         | 14/01/2009                          |
| <b>Inspector</b>               | Beverly Hallett                     |
| <b>Setting address</b>         | 36 Grove Park Road, LONDON, SE9 4QA |
| <b>Telephone number</b>        | 020 8249 2453                       |
| <b>Email</b>                   |                                     |
| <b>Type of setting</b>         | Childcare on non-domestic premises  |

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Happy Child Montessori Baby is owned and managed by Happy Child Limited. The company took over the nursery on 18th July 2008. The nursery operates from two floors of a detached house in the Mottingham area of the London Borough of Bromley. The ground floor level enables wheelchair access and suitable access for those with disabilities. Accommodation is organised into four units, for different age groups of children. There is a separate sleep room for babies. A sensory room and enclosed garden are available to all children. The nursery is open Monday to Friday, from 08:00 to 18:00, for 52 weeks of the year. Children attend a variety of sessions.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It may provide care for a maximum of 26 children at any one time. There are currently 45 children, aged from three months to three years, on roll. Eleven staff, eight of whom hold appropriate early years qualifications, work directly with the children. The nursery also employs a cook and a cleaner. The setting offers holistic learning to all children through the Montessori approach and the Early Years Foundation Stage (EYFS) and receives support from the local early years advisory teacher.

## **Overall effectiveness of the early years provision**

Whilst sound registration and induction procedures help to establish some effective links between home and the setting, and practitioners maintain good relationships with parents and carers through day to day contact, children's individuality is not fully recognised, valued and supported throughout the nursery. As a result, children are failing to receive appropriate activities and opportunities to promote individual learning and development. Observation, evaluation and record keeping systems show children's overall development within the learning areas, but records lack sufficient detail to ensure individual aspects within the overall areas are being covered. This means that children are not experiencing a balanced curriculum. Self-evaluation by the management team is beginning to identify the setting's strengths and weaknesses, but this has not yet had a positive effect on practice within the setting.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## **What steps need to be taken to improve provision further?**

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure a balance of adult-led and freely chosen or child-initiated activities is planned for and delivered through indoor and outdoor play, which incorporates

03/02/2009

- children's individual needs and interests and also clearly identifies learning intentions (Organisation)
- provide a suitable range of equipment to meet the developmental needs of all children and provide children with a positive image of a diverse society (Suitable premises, environment & equipment) 03/02/2009
- organise routines, space and resources to offer children a rich and varied environment which supports their independent learning (Suitable premises, environment & equipment) 03/02/2009
- develop the systems for observation, assessment and planning to ensure children's interests and information gained from assessment are used to identify and provide for the next steps in their individual learning (Assessment arrangements) 03/02/2009

To improve the early years provision the registered person should:

- ensure key persons meet the needs of each child in their care
- ensure the systems to monitor and evaluate the provision are used effectively
- ensure all bins used to store nappies and tissues until disposed of have lids

## **The leadership and management of the early years provision**

Informal relationships with parents are established, which helps children to settle and gain in confidence and promotes some consistency of care. Information about children's day, routines and activities is exchanged through the use of daily diary sheets. Broad summaries of children's development are shared with parents through the use of a 'Learning Journey' document. Robust and rigorous procedures to recruit, appoint and induct new staff ensure children are safeguarded from harm. Staff are loving and caring, talking to, and interacting positively with, the children in their care. However, the key person approach is not used effectively and this results in staff failing to value, plan for, and fully support children's unique qualities. In particular, the environment, toys and resources are not organised in order to offer children a welcoming and stimulating space which reflects the diversity of their backgrounds and that of today's society. Some systems to monitor the quality of the provision are planned for but are not yet implemented, therefore there are significant weaknesses throughout all areas of the provision.

## **The quality and standards of the early years provision**

Children are generally happy and settled at the nursery, however, the lack of resources available for children to access independently means that they are not being encouraged to be confident and independent learners. The planning of the daily routine, activities, environment, toys and resources, fails to consistently maintain children's focus and interest. When adult-initiated activities are offered, children happily concentrate on them for short periods of time, and the Montessori practical life activities, in particular, successfully engage children's interest.

Because children under three have limited concentration spans, once they lose interest in the adult-initiated activities, the lack of a well equipped and resourced learning environment means that children then wander aimlessly around the room until adults set up another activity. The youngest children are more actively engaged by their surroundings, and staff set out a good variety of toys which support exploratory play. Babies handle natural objects in treasure baskets and chase balls and rolling toys across the floor, smiling with enthusiasm as staff join in and roll the ball back to them. Children's language skills are developing as staff play alongside them, talking in a calm and friendly manner, and a small range of books in each room supports an interest and enjoyment in sharing stories. Through the practical life equipment, older children solve problems and develop curiosity, but access to information technology is minimal and there are limited opportunities for children to explore sand, water and malleable materials. Children enjoy helping to tidy up displaying a sense of responsibility and belonging.

At outside time children use the bikes and other wheeled toys competently. The grassed area, which is used in dry weather, offers a large space in which children can run around and explore the outdoor world. However, as outside times are not planned effectively, children do not experience the full range of physical skills contained within the physical development learning area. Staff conscientiously plan for the six areas of learning indoors, but, as the focus is on the overall learning area and the needs of groups of children rather than being tailored to match children's individual abilities and interests, activities fail to support individual development in each aspect of development. Some suitable hygiene procedures, for example, nappy changing routines and ensuring children have clean sheets every day at sleep time, are in place to support children's health, but the standards of cleanliness and general maintenance of the environment are poor, making the setting appear dirty. For example, floors and carpets are dusty and have glitter left over from the previous day's activities on them, and walls and furniture have rows of fingerprints and hand marks at child level. The required documentation and records which support children's welfare are maintained to a good standard.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

|   |   |
|---|---|
| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | 4 |
| How well does the provision promote inclusive practice?   | 4 |
| The capacity of the provision to maintain continuous improvement.   | 4 |

### Leadership and management

|   |   |
|---|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 4 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 4 |
| How well does the setting work in partnership with parents and others?                            | 4 |
| How well are children safeguarded?  | 3 |

### Quality and standards

|   |   |
|---|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 4 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 4 |
| How well are children helped to stay safe?  | 3 |
| How well are children helped to be healthy?   | 3 |
| How well are children helped to enjoy and achieve?  | 4 |
| How well are children helped to make a positive contribution?   | 4 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 4 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

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| The provider confirms that the requirements of the compulsory part of the Childcare Register are: | Met |
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| The provider confirms that the requirements of the voluntary part of the Childcare Register are: | Met |
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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.