

# Happy Child Montessori Day

Inspection report for early years provision

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<b>Unique reference number</b>	EY381910
<b>Inspection date</b>	19/03/2009
<b>Inspector</b>	Silvia Richardson
<b>Setting address</b>	35 West Park, LONDON, SE9 4RZ
<b>Telephone number</b>	020 8857 9990
<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 Day was registered in 2008. It is owned and managed by Happy Child Limited. The nursery operates from the ground floor of a three storey detached property in a residential area in the London borough of Greenwich, close to shops, park and public transport. Children have use of two classrooms with adjacent bathroom facilities. There is a fully enclosed garden available for outdoor play. The nursery is open from 08:00 to 18:00, Monday to Friday, for 48 weeks of the year. It is closed on bank holidays and for one week at Christmas, Easter, and during the May and October half terms.

Happy Child Montessori Day is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to provide care for a maximum of 28 children in the early years age group at any one time, from two years to under six years. There are currently 24 children aged from three to four years on roll. Children attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language. The setting offers holistic learning to all children through the Montessori approach and the Early Years Foundation Stage (EYFS).

Seven staff work with the children. There is at least one Montessori trained teacher and one early years worker in each classroom. More than half the staff including the manager have early years qualifications to NVQ level 2 or 3. Staff receive support and training opportunities through Happy Child Ltd and Greenwich Early Years.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are very happy and thriving in the setting, because staff create an enabling environment, supporting children through freedom to explore and develop as spontaneous, creative individuals, in line with the Montessori perspective. The uniqueness of each child is valued across all aspects of the curriculum, so that children's individual welfare, learning and development needs are met well. Children make excellent progress from their starting points, because adults establish secure, positive relationships, helping children become confident, independent learners. Effective systems are in place to consider the strengths and weaknesses of the provision and plans for the future are well targeted to bring about further improvement in outcomes for children.

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

To further improve the early years provision the registered person should:

- support children's personal, social and emotional development, incorporating life skills developed through Montessori activities into daily routines
- develop children's knowledge of how their bodies work, their understanding

of healthy eating and the importance of exercise to their health

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

The Early Years Foundation Stage, incorporating the Montessori perspective, is effectively led by a strong and committed senior management team, who provide good quality training opportunities and support to the day-to-day manager in the setting. In turn the manager supports a cohesive staff team, guiding them through good practice in the delivery of interesting and stimulating activities, actively promoting children's learning and development. The manager has an excellent understanding of how to put the EYFS principles into practice and the four themes are forming the basis for observing what children do and how well they achieve in the setting. Records are well organised and efficiently managed, accounting for all the operational aspects of the provision, keeping children safe and promoting their welfare.

The management team have identified some of their strengths and weaknesses and systems are in place to monitor and maintain continuous improvement. The setting is starting to record how it addresses the 'Every Child Matters' outcomes and is beginning to reflect on practice and overall effectiveness, but has not yet fully evaluated the findings so as to improve and develop further. The staff team are meaningfully involved in the evaluation processes and are encouraged to work together, so that outcomes for children are good. Parents and carers are encouraged to raise issues by using comment slips and feedback forms, although yes/no answers gauge level of satisfaction, rather than an evaluation of what is working well or less well.

Parents and carers receive a good deal of well written, illustrated information, so that they have a clear understanding of the sorts of activities offered to children. They receive attractive newsletters, which include photos of their children in outdoor play and topical activities, such as Pancake Day. Details are given of forthcoming events, such as Red Nose Day and of visitors to the setting, such as the zoo lab, keeping them well informed. The manager is present in the entrance hall at arrival and departure times, so is able to greet parents and carers personally and make herself available to discuss anything of importance to them. Formal meetings are arranged twice a year, during which time key workers and parents review progress and plan for the next steps in children's learning. Parents and carers make meaningful contributions to children's learning through the reading scheme and through being involved in activities, such as visiting the nursery in national costumes.

The nursery manager ensures children are safeguarded in the setting by providing accessible information to staff about what to do if they are worried about a child. Senior management invests heavily in training for staff's personal and professional development, including safeguarding training, so staff know what to look out for and how to make an appropriate referral to care services should child protection concerns arise. Children's safety is promoted through risk assessment, effectively identifying aspects of the environment to be checked on a regular basis and taking

steps as potential hazards materialise. Good measures are in place to keep children safe, including staff vetting, secure entry to the premises and monitoring of visitors.

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

Children actively engage in and enjoy a wide range and variety of activities, both inside and outside, enabling them to develop knowledge and skills across the six areas of learning. Children enthusiastically explore their environment, using all their senses and a range of tools and equipment, such as magnifying glasses, trowels and spades, delighting in their findings and sharing their discoveries. Adults consistently ask questions, such as what did you see? what did you find? what did it look like?, encouraging children to talk about and describe their experiences. Children are enjoying freedom of movement between playrooms and the outside area, supporting independent learning and encouraging children to make choices. Positive relationships with adults and other children are quickly established through a part of the Montessori programme that addresses social skills, grace and courtesy. Children also learn ground rules for classroom conduct for the teacher and child, such as how to talk, walk, carry chairs, use work space, carry apparatus, open and close doors and drawers. These facilitate children to play cooperatively, take out, use and put back equipment after use and engage meaningfully in activities, developing confidence and a positive disposition to learning.

Montessori activities strongly encourage life skills that promote independence, such as children pouring their own drinks. However, learning methods are not incorporated fully into routines, such as moving chairs, laying tables and helping to clear away, allowing children to practise skills in 'real time'. Children enjoy a good balance of nutritious meals and snacks and plenty of opportunities for exercise and fresh air, promoting their health and well-being. However, adults are not taking every opportunity to talk to children about healthy food options, how their bodies work and linking these to the importance of an active lifestyle. Adults observe children well against the EYFS principles, valuing the uniqueness of each child and their learning journey, as they make good progress towards the early learning goals. Provision reflects children's different cultures, religion and languages, so that they thrive in an inclusive environment, helping them to feel good about themselves and others. Adults skilfully assess and evaluate each child's achievements, interests and learning styles, identifying learning priorities and planning relevant and motivating learning experiences for each child. Picture exchange cards (PECS) and photographs are used to help children recognise aspects of their routines and communicate their thoughts and feelings.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **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.