



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 137801

DfES Number: 517877

INSPECTION DETAILS

Inspection Date	19/11/2003
Inspector Name	Caren Carpenter

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Happy Days Montessori School
Setting Address	Empire Way Wembley Middlesex HA9 0RQ

REGISTERED PROVIDER DETAILS

Name	Ms. Margaret Dillane
------	----------------------

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Happy Days Montessori nursery opened in 1990. It subscribes to the Montessori method of education and is a Montessori accredited nursery. It is housed in its own building attached to a social club. It is situated in the Wembley area within the London Borough of Brent and serves the local diverse community.

The setting has access to a garden, a large play room, office, toilet facilities and a kitchen.

There are currently thirty four children from two to five years old on roll. This includes seventeen funded three year olds and one funded four year old. There are no children attending with special educational needs and none have English as a additional language. However some of the children do have an additional language, these include Arabic, Gujarati and Hindi.

Children attend full time and part- time for a variety of sessions.

The nursery opens five days a week during term time. On Monday it is open for a morning session from 9:15 am to 12:30pm and from Tuesday until Friday, it is open from 9:15am to 3:00pm.

There are currently 5 members of staff including the manager who works with the children. All staff members hold relevant early years qualifications, including Montessori Diploma, NVQ level 2 & 3 and B.E.D M.A.

The staff receives regular support from the Early Years Child Care Development Partnership.

How good is the Day Care?

The nursery provides a good standard of care to the children

The group provides a very calm, rich and stimulating environment, in which children's learning has been promoted towards the early learning goals.

Children have access to a good selection of toys and equipment, which promotes their learning. Children's independence is encouraged and supported very well by staff. They are able to select their own toys and activities and initiate their own learning. Staff are sensitive to children's individual needs and are available to offer support when needed.

Staff have a good working knowledge of the early learning goals. They plan, evaluate and review activities to ensure that the objectives for children's learning is achieved. One of the key successes of planning is, staffs' ability to fully extend children's learning during activities. For example, staff work directly with the children on specific task until they have completed the activity.

There are currently no children attending with special educational needs. However the group is aware that they will need to develop, a special needs policy and are working closely with the Early Years Special needs Team to develop a relevant policy.

Children behave well, staff have high expectation of their behaviour and are confident in managing their behaviour effectively.

Staff work well together as team and are able to plan activities to meet the needs of all the children. They are caring, supportive, friendly, approachable and have formed good relationships with children.

Staff give priority to children's safety both in and outside of the premises. There are clear policies for safety issues in place.

Partnership with parents is very good, they receive written information about the educational programme and regular news letters keeps them informed of nursery events. Parents are invited to attend regular meetings to discuss their children's progress with staff.

What has improved since the last inspection?

The group has a Child Protection Procedure in place. The manager is fully aware of the appropriate procedure she would follow over child protection concerns. This is accessible to staff and parents.

What is being done well?

- There is an effective assessment system in place to monitor children's assessment towards the early learning goals.
- Children have access to a very good range of learning equipment and toys. They are confident and are able to select and imitate their own learning.
- Staff have good working knowledge of the early learning goals. They are able to plan activities which provides sufficient challenges to all the children.
- Staff have created a environment, which allows children to form good relationships with adult and staff.

- Staff work very well as a team which contributes to children's learning.
- Staff welcome and encourage parental involvement with in the nursery. Parents are invited to end of term plays and are able to attend regular parents coffee mornings.

An aspect of outstanding practice:

Children are able to participate in weekly music and dance sessions. This is done by an experienced visiting music teacher. This helps children to achieve language, and mathematical development. Children's co-ordination, concentration and their memory skills, are further extended by these sessions. During this activity children are developing their self confidence, self -discovery, learning to share, learning about space, body and self awareness, self expression and the enjoyment of listening to stories and music. These sessions link closely to the foundation stage.

What needs to be improved?

- develop a Special Educational Needs Policy
- the ceiling in the store room cupboard to be redecorated

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
4	ensure that the ceiling of the store room cupboard and staff toilet area well decorated
10	ensure that a special needs policy is developed and is shared with parents and staff.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The education programme for Happy Days Montessori nursery is very good; using well planned, practical activities. Children are making very good progress towards the early learning goals.

Teaching is very good, staff have a good understanding of the early learning goals. They use this knowledge to plan a very good educational programme of activities to support children's progress towards the early learning goals.

Children's independence is encouraged, activities and equipment are organised to enable children to select their activities and initiate their own learning. Children are confident and are able to relate well to adults and their peers.

The programme for communication, language and literacy is very good. Staff are particular good at extending children's learning, through questioning and engaging them in conversation during activities. Children are learning French as an additional language, through weekly French lessons with a French Teacher.

Children are making very good progress in mathematics. Children use mathematical language in every day situations. They are able to match, compare size, colours and shapes.

The assessment systems that are in place are effective and demonstrate that staff have a secure knowledge of the early learning goals. Staff use these assessment to set challenges for the children to extend their learning.

Leadership and management is very good, staff communicate effectively and work very well as a team. Staff are able to attend training to update their skills and their knowledge of the early learning goals.

There is a very strong partnership with parents, who are provided with good information about the education programme. Parents are able to attend regular meetings to discuss their children's progress with staff.

What is being done well?

- Staff have a secure working knowledge of the early learning goals and are able to plan activities to promote children's learning towards the early learning goals.
- Children's assessments are clearly linked to the stepping stones, staff are able to plan for the next stage in children's learning.
- Staff extend children's learning by inviting visitors into the setting for example, an Optician, a Nurse, French, music and dance teachers.

- Children are able to participate in plays, that support their learning and promotes their confidence and self- esteem.
- Parents are kept well informed about their children's progress and are able to attend regular parents meetings to discuss their children's achievement with staff. They are actively encouraged to become involved in their children's learning and contribute to specific events within the setting.
- The nursery provides a warm, secure and stimulating environment in which children are interested and motivated to learn.

What needs to be improved?

- the special educational needs policy for the assessment of the identification of special educational needs.
- provide opportunities for children to explore form and space in two and three dimensions during creative activities.

What has improved since the last inspection?

At the last inspection the nursery needed to extend the provision for imaginative play so that children have opportunities to participate particularly in role play. Children now have regular opportunities to select from a selection of dressing up clothes.

The outdoor play area is accessible to the children at all times, providing children regular opportunities to develop their gross motor skills. Children also have weekly opportunities to participate in dance and yoga sessions.

The special needs policy is being developed with the support of the Early Years Special Educational Needs Support Team. This will be available to staff and parents.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in this area of learning. Children are able to select and display a high level of involvement in activities. Children are interested and motivated to learn independently and in groups. Children are given lots of opportunities to build on their independence and show increasing independence through practical life activities. Children sit and concentrate during story time. They behave well and staff have high expectations of their behaviour.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are progressing very well in this area. Children use books and maps to find information. They listen well to stories and have opportunities to ask questions. They have good opportunities to practice their pre-writing skills. There are lots of opportunities for children to explore real and imagined feelings, during story times. Children are learning French as additional language through a visiting teacher.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The mathematical progress that children make is very good. Children use mathematical language appropriately. They are able to match and compare size, colour and shape. They have opportunities to solve practical problems. They are able to count up to 10 and beyond. For example, children were observed using a range of resources for counting and writing numbers. A child was observed using the computer to develop an understanding of maths.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making very good progress in this area. Children have good opportunities to construct and build with a wide range of objects. They are able to use tools competently. Children show an interest in the lives of people familiar to them and differentiate between past and present. They are learning a sense of time through the daily routine. They enjoy using the computer and are competent using the mouse. Children are able to investigate and explore living things.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in their physical development. They are able to manipulate materials and objects competently. They are developing fine motor skills with increasing control. Children are learning about their bodies and staying healthy. For example, learning about the function of their eyes. Children are able to move around confidently. They have opportunities for climbing, balancing, running and musical movement sessions.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children have generally good creative development. They have acquired a good knowledge of colour and texture. Children have opportunities to explore music, rhythm and dance during regular sessions. They have opportunities to participate in plays, and have access to dressing up clothes in the home corner. Children have opportunities to explore with a variety of medium, although there are too few opportunities for the children to explore two and three dimensions.	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- provide opportunities for children to explore form and space in two and three dimensions.
- the special educational needs policy for the assessment of the identification of special educational needs.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.