

Happy Hands Montessori Nursery Ltd

Inspection report for early years provision

Unique reference number EY424918
Inspection date 21/09/2011
Inspector Fay Shelton

Setting address St. Marys Church, Neasden Lane, LONDON, NW10 2TS

Telephone number 07875 514968
Email shehama@hotmail.co.uk
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Happy Hands Montessori Nursery is run by Happy Hands Montessori Nursery Ltd. The nursery was registered on the 22nd of March 2011 and operates from the parish centre of St. Mary's Church, Willesden, in the London Borough of Brent. Children have access to a large open indoor area and an enclosed outdoor play area. The nursery is open each weekday from 8am to 6pm for 48 weeks a year. A maximum of 26 children may attend the nursery at any one time: there are currently 11 children on roll ranging from two to four years. The nursery receives funding for children aged two, three and four years. There are currently three members of staff, two of whom hold early years qualifications to at least level 2 and one member of staff holds a level 4 qualification in early years. The nursery is registered on the Early Years Register and follows the Montessori teaching ethos.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's welfare is not suitably promoted as safeguarding procedures in place are not effective. Several specific legal requirements are not met. The nursery provides some learning and development experiences for children, although, these do not give due regard to children's individual interests and abilities. The nursery works with other outside professionals to make some improvements. However their own evaluation systems do not identify weaknesses, therefore the capacity to improve is weak. Overall, the early years provision requires significant improvement.

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:

- keep a record of all accidents and first aid treatment given to children (Safeguarding and promoting children's welfare) 31/10/2011
- conduct an effective risk assessment that identifies fully aspects of the environment that need to be checked on a regular basis and maintain a record of these aspects and when and by whom they have been checked (Suitable premises, environment and equipment) 31/10/2011
- ensure there are effective systems in place to 31/10/2011

demonstrate that all persons likely to have regular contact with children are suitable to do so, including the unique reference number and date of issue of the enhanced CRB disclosure (Suitable people)

- ensure that only people whose suitability has been checked have unsupervised access to children (Suitable people) 31/10/2011
- carry out a risk assessment for each specific outing (Safeguarding and promoting children's welfare) 31/10/2011
- implement effective self-evaluation of systems to ensure that these are effective in meeting the individual needs of all children (Organisation) 31/10/2011
- provide a balanced range of activities outside (Organisation) 31/10/2011

To improve the early years provision the registered person should:

- provide resources and opportunities for effective development and learning in knowledge and understanding of the world, so children can explore and question differences in gender, ethnicity, language, religion, culture and disability issues
- improve systems to prevent the spread of cross infection, with particular regard to hand drying.

The effectiveness of leadership and management of the early years provision

Staff have sufficient knowledge and understanding of how to protect children from harm. The nursery has adequate policies and procedures in place to support aspects of children's welfare and learning. However, procedures are not always followed. Not all accidents and first aid given are recorded, as required.

Recruitment systems are in place; however, not all staff have the appropriate suitability checks prior to working with children, which is a further breach of a specific legal requirement. There are adequate accessible resources available to engage children inside to extend their learning and development. The outside area is poorly resourced, however, and has some broken toys, which are safety hazards, There are other potential hazards such as broken plant pots, pieces of wood and a gate that is temporarily secured. This area is dull and undervalued and does not meet the needs of the children. Staff complete daily safety checks. These are not effective as they do not identify all risks to the children or action to be taken. There is no other form of risk assessment carried out and no required record is kept. Systems to prevent the spread of cross infection are not fully effective.

The staff team welcomes parents and children as they arrive in the morning which helps children to settle. They converse easily with parents as they discuss how the children have been. Discussions with parents demonstrate that they are generally happy with the care provided. Parents' comments include: 'I like that we are told about the weekly tasks and were given 'the golden rules' to practice at home' and 'staff are approachable and friendly'. The managers within the nursery

demonstrate a willingness to improve the provision for children; however, they rely solely on advice from outside agencies to guide reflective practice. The current self-evaluation systems are ineffective and do not identify important weaknesses, such as overlooking specific legal requirements and the lack of good quality of care and education, The nursery does not promote equality and diversity adequately as children's particular needs are not met. Staff are starting to seek advice from other professionals as and when necessary to support children with additional needs.

Children's home backgrounds and cultures are not acknowledged or valued. Staff do not provide an adequate range of resources or experiences that help to promote a positive attitude towards diversity.

The quality and standards of the early years provision and outcomes for children

Children are generally happy within their indoor environment as they explore the resources and activities available to them. This area provides many opportunities for learning; for example, through use of construction toys, wooden puzzles, a home area and an information and communications technology area. This helps them gain some suitable skills for their future lives. Staff are attentive and support children when needed, resulting in an adequate balance of adult led and child initiated activities. This support has a positive effect on the children's self-esteem and confidence. Children's progress is limited, however, because although the staff team demonstrates an adequate knowledge and understanding of some aspects of the learning and development requirements, planning does not reflect individual needs. Starting points for children are not obtained from parents or through observation and assessment when children first start. Therefore, the nursery is not able to monitor and evaluate the children's progress in order to plan for next steps in their learning. Thus, there is no consideration given to their individual interests and their capabilities. There is no differentiation for children to ensure that they are being effectively challenged. Children have opportunities to access the outside play area, although this area is unsatisfactory.

Children's creative development is promoted through a satisfactory range of resources and activities, such as drawing on an easel with coloured pens. Children have some opportunities to develop their communication, language and literacy skills as they explore books with adults and learn to converse with staff and other children. Children enjoy some positive experiences which support their problem solving skills. For example, moving beans from one container to another using various tools. They count everyday objects and have jigsaws which they learn to piece together. Children use their imaginations well. For example, within the role play area they 'cook' on the stove. Children are beginning to learn about healthy lifestyles as they start to develop their hygiene practices within the nursery. Although children bring their own lunches, staff talk to children about the content of their lunch boxes. Mealtimes are a sociable event with the staff sitting with the children. Physical activity is limited. Children are well behaved. Staff lead by example and encourage an atmosphere of co-operation and calm. They recognise and reward good behaviour and effort by praising children. Children are made aware of expectations and boundaries, for example, during circle time. The 'golden

rules' and risks are discussed such as 'not running inside the nursery in case we fall and hurt ourselves'. Despite learning ways in which to keep themselves safe, children are not safe within the nursery owing to the weaknesses in systems to protect their welfare.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	4
The effectiveness of the setting's engagement with parents and carers	4

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	4
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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

