

Happy Child Montessori Nursery

Inspection report for early years provision

Unique reference number 118110
Inspection date 29/11/2011
Inspector Jennifer Devine

Setting address 2a The Grove, Ealing, London, W5 5LH

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Type of setting Childcare - Non-Domestic

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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).

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.

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Description of the setting

Happy Child Montessori Nursery, 2a The Grove registered in 1994 and is one of 13 nurseries run by Happy Child Nurseries Limited. It operates from a scout hut in central Ealing, in the London borough of Ealing. A maximum of 52 children may attend the nursery at any one time. It is open each weekday from 8.00am to 6.00pm, all year round, except for bank holidays. Children have access to a secure garden for outdoor play.

There are currently 80 children in the early years age group on roll. Children aged three and four years receive free nursery education. The nursery employs 16 staff, of whom 14 staff hold appropriate early years qualifications. The other two staff are currently undertaking training in early years. The nursery is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled in the nursery and are making steady progress in their early learning. Staff have a satisfactory knowledge of the Early Years Foundation Stage and overall provide sufficient activities to support children's development. However, there are some weaknesses in planning methods to fully support individual children's learning needs and in the organisation to ensure children can independently choose activities. All documentation is in place, as required. Self-evaluation processes have been completed and although it does not identify some weaknesses the team demonstrate they can make some improvements. The partnership with parents is sound and ensures relationships are developed to support the children's achievements.

What steps need to be taken to improve provision further?

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

- develop the planning and observation methods to ensure the next steps for learning are clearly identified and inform the planning for individual children's interests and learning needs
- improve the organisation of the routines to ensure there is a balance of adult-led and child-initiated activities, delivered through indoor and outdoor play.

The effectiveness of leadership and management of the early years provision

Robust recruitment procedures are in place to ensure all adults are suitably checked to work with children. Children's welfare is well protected as the staff group are aware of child protection issues and the safeguarding procedures to follow if they have concerns about a child.

Staff are deployed appropriately to make sure children's safety is paramount at all times. Risk assessments are conducted and reviewed regularly and daily safety check lists are completed well by staff to enable children to play safely in the setting and when in the garden. The nursery has a good security system in place and any visitors are requested to sign in the visitor's book and show their identification. All documentation such as accident and medication records is in place, as required.

The group have completed the process of self-evaluating their practices and have a satisfactory awareness of their strengths and areas to develop such as continuing staff's understanding of how to complete the observation profiles. However, it is not fully effective in identifying some of the weaknesses. For example, the setting is sufficiently equipped with a range of equipment, however resources and Montessori equipment are not promoted sufficiently to enable children to independently make free choices about their play.

Staff have a sound knowledge of each child's background and needs. Parents complete an 'all about me' form before children start and this enables the key carer to build up a clear picture of each child's routines, likes and dislikes to help them settle in. Staff have a satisfactory awareness about promoting an inclusive environment for children. Children with additional languages are well supported as a number of the staff speak additional languages or they obtain key words to help children settle. The nursery celebrates a variety of festivals over the year and has a range of books and resources to help children understand about diversity in their society. Children with special educational needs and/or disabilities attending the nursery are given adequate support by the staff who are overall aware of their needs.

Parents and carers are welcomed into the setting and are encouraged to share information on their child to enable sound working relationships to develop. Parents are invited to attend coffee mornings on a regular basis to enable them to meet with the key carer and to share their child's developmental profiles in more depth. Parental comments mostly indicate they are happy with the service the nursery provides, however some parents feel they do not always get sufficient information about their child's achievements on a daily basis. The nursery has made links with local schools and has a sound understanding of working together. Staff provide a school drop off and collection service for children who attend part-time school and therefore relay messages to teachers to aid continuity of care.

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

Children are happy and settled at the nursery and are making satisfactory progress in their learning and development. On arrival they know where to hang their coats and are pleased to see each other and greet their friends and the staff at the beginning of the day. Children separate well from their parent or carer and are developing a sense of belonging in this friendly setting. A few children currently settling are initially tearful but quickly settle as the staff provide reassurance and comfort as needed.

Staff have a sound understanding of the Early Years Foundation Stage. They observe and assess the children's development on a fairly regular basis and record next steps of learning. However, they do not use the next steps information sufficiently to tailor their planning to ensure each child's needs and interests are challenged further. Overall, children are adequately supported and supervised by the staff who spend some time working with groups of children or individually. Although children enjoy taking part in a range of activities through-out the day a large proportion of activities are adult-led and there is less opportunities for children to develop their independence by spontaneously choosing their play. For example, staff lead a group of very young children to a sticking activity where they all take part together but this does not enable children to explore and investigate at their own developmental pace.

Children enjoy taking part in singing and story sessions, however these groups are often too large and consequently children begin to lose interest. Children excitedly take part in a dancing session and thoroughly enjoy dancing to some cultural music where they are beginning to learn about different dance steps and rhythms from different countries. Overall, children are well behaved and respond positively to praise and encouragement by staff. Any difficulties are handled sensitively and appropriately by staff.

Children have satisfactory opportunities to experience the outdoors and make sound use of the outdoor play area. However, children are not aware of having free access to the garden as they wish and wait for staff to suggest going outside to play. As the garden area is small staff complement physical exercise with trips to the local park.

Children are interested in using pencils and spend some time absorbed in colouring in pictures. Some children are beginning to attempt to write the first letter or their full name on their pictures and show great pride in their work. However, this activity is very adult directed and prevents children from developing their own creativity and using their imagination. Children have some opportunities to develop their skills for the future as they have access to the computer but this also is not promoted by staff and as a result children do not take a great interest in this play.

Children are developing healthy lifestyles as they adopt good hygiene routines such as washing their hands before mealtimes and after using the toilet. They can help themselves to nutritious snacks and drinks throughout the day when they are

hungry or thirsty. Children are provided with a healthy nutritious home-cooked lunch and they learn to develop some independence as they help set out the tables and serve their own food.

Children learn about keeping safe as they take part in regular fire drills, which helps them understand about safely evacuating the building. They are reminded about the safety rules when indoors such as not running around. Children's safety is further promoted by staff's understanding of appropriate supervision levels, both inside and outdoors. Children are secure and self-assured as they are able to move around the setting as they choose, spending time interacting with their friends and the staff.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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