

Happy Hands Montessori Nursery Ltd

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

Inspection date	19/09/2012
Previous inspection date	21/09/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children enjoy an interesting, stimulating and fully inclusive environment, where their needs are well known, valued and catered for. The effective key person system contributes towards children's emotional well-being because they feel safe and secure. As a result, children are happy and well settled.
- Children are making good progress in their learning and development overall. Observation, assessment and planning systems are successful in identifying children's starting points and tracking the progress that they are making.
- Children demonstrate good levels of independence and are becoming capable and confident learners, who take charge and guide their own play.
- The setting is well led and managed and the management team have a clear understanding of their setting's performance. They are committed to promoting children's learning and providing positive outcomes for all children.
- Self-evaluation systems are rigorous and provide an accurate assessment of the setting. Targeted plans for future improvement have been successful in making and sustaining improvements. Consequently, the setting has made significant improvements since the last inspection, which has positively impacted on the quality of the setting and the quality of children's experiences.

It is not yet outstanding because

- Staff do not use open questions to challenge children's thinking skills and encourage further language development.
- Staff do not consistently use the tools provided to support communication with children who speak English as an additional language.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector carried out observations in the main playroom and outside.
- The inspector carried out joint observations with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's assessment records, planning documents, staff files, qualifications and the provider's self-evaluation.

Inspector

Samantha Smith

Full Report

Information about the setting

Happy Hands Montessori Nursery Ltd registered in 2011. It is privately owned and operates from the parish centre of St. Mary's Church, Willesden, within the London Borough of Brent. Children have access to a large open-plan hall. There is an enclosed outdoor play area.

The nursery is open each weekday from 8am to 6pm for 43 weeks of the year. There are currently 27 children on roll. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery supports children who speak English as an additional language. There are currently seven members of staff, including the provider, who work with the children and all hold a relevant qualification. The nursery is registered on the Early Years Register and follows the Montessori teaching ethos.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop the educational programme for communication and language by ensuring staff consistently use the pictorial aids and flash cards in place for supporting communication with children who speak English as an additional language, and use open questions in order to challenge all children's thinking further and to encourage them to develop their language skills.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are making good progress in their learning and development and most are reaching the expected levels of development. This is because staff know and support them well. They seek good information from parents about children's backgrounds, what they know and can already do. They regularly engage with parents about their child's care and learning needs and systems are in place for sharing observations parents make of their children at home. This coupled with staff's early observations supports the identification of clear starting points for each child. In addition, staff use ongoing observations and assessments well to plan for the next steps in each child's learning. Staff work hard to provide a stimulating and enabling environment, where children access a varied range of

resources. As a result, the educational programmes provided are accessible, interesting and provide good levels of challenge for all children. Visual displays, pictures and basic words in children's home languages are available to support the development and successful integration of children whose home language is not English. However, these resources are not consistently used.

Children are becoming independent learners as they confidently take charge of their own play, closely monitored and supervised by staff. They competently use magnifiers and initiate their own learning. For example, when they found a spider in the garden, they quickly find a magnifying container to put the spider in so that they can get a closer look. Another child shows his competency in using the computer as he navigates his way through the programmes available.

Children have many opportunities to practise their writing skills in various situations. They have access to mark-making tools and there are good examples of lettering throughout the setting. Whilst engaged in sand play, staff encourage them to use their fingers to write the names and make number sequences. Children enjoy regular opportunities to play outside because the garden is continually available. Although still under development, staff make good use of the outdoor area, providing opportunities for children to be active, enjoy messy play and explore the natural world and the outdoor environment.

Interactions between children and staff are generally good. Staff spend their time on children's levels and engage in conversations with them, talking about what the children are doing and what they are interested in. However, some staff are not consistently giving children opportunities to fully explore their thoughts through asking open questions that require a considered response.

The contribution of the early years provision to the well-being of children

All children are welcome and included because the setting works hard to provide a fully inclusive environment. Staff recognise and value children's home languages. For example, they gather words from parents in children's home languages. This helps children to feel valued and included.

Children's behaviour and positive interactions show that they are happy, content and confident. Children are learning to manage their own safety through the gentle reminders they receive from staff. They benefit from the close and secure relationships that they have developed with staff. There is an effective key person system in place, which is used well to supporting the smooth transition of new children into the setting. As a result, children settle in quickly and soon become active and confident members of the setting.

The setting is effectively organised to support the differing needs of the children attending. Staff are well qualified and effectively deployed to support one-to-one as well as group interactions. Staff are calm and consistent in their approach and set clear boundaries for children; consequently, behaviour is good and children are making a positive contribution towards the setting. They display high levels of confidence in their

self-help skills as they look after their own personal needs. They decide when they are hungry or thirsty, helping themselves to drinks and snacks of their own or from the open snack bar available. They show understanding of hygiene routines and know when to wash their hands. They serve themselves at mealtimes and clear away their cutlery and utensils when they have finished. Children play cooperatively and during circle times they listen to each other and are encouraged to respect and value each other's contributions. They explore emotions as they are encouraged to express how they feel by using posters displaying happy, sad and angry faces. This helps them to feel secure and fosters their emotional well-being.

The effectiveness of the leadership and management of the early years provision

The setting is well led and managed and the management team have a clear understanding of their setting. They are confident about what the setting needs to do to improve further and have been successful in making and sustaining improvements. Safeguarding arrangements are in place, well implemented and fully understood by staff, and recruitment and vetting procedures are robust. Staff have completed the required suitability checks and demonstrate that they are well qualified for their roles. Staff show a good knowledge of child protection issues, they know signs and symptoms to be aware and they know how to report any concerns. The setting is safe and secure and risk assessment records demonstrate that staff take appropriate action to eliminate potential hazards. Resources and equipment are in good working order and well maintained.

The setting is committed to working in partnership with parents and other professionals. They frequently seek the views of parents through questionnaires and parents' meetings. There are systems in place for parents to share their views. As a result, the setting has made a few improvements taking into account parents' wishes. The setting works well alongside other professionals to support children through transitions into and out of the setting. They have also established positive relationships with the local authority advisory team, who support the setting in providing a good quality service to meet the diverse needs of the community.

The management team demonstrate a strong commitment to promoting the learning and development requirements. There are effective systems in place that monitor staff performance and the delivery of the educational programmes. The setting uses key performance indicators to assess staff performance and there is an effective programme of professional development in place.

Self-evaluation is rigorous and provides an accurate diagnosis of the setting's strengths and areas for improvement. Consequently, action is well targeted and carefully planned and the impact is evident in areas where improvement is most needed. The setting has made huge gains since the last inspection. They have addressed all areas identified for improvement in the last inspection and this has had a positive impact on the quality of the setting and of children's experiences. The setting's current plans include improving the outdoor space and they are working on further improving the provision of equality and

inclusion. This is in immediate response to demographics identified in the recent local authority census.

What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY424918
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Local authority	Brent
Inspection number	785595
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	27
Name of provider	Happy Hands Montessori Nursery Ltd
Date of previous inspection	21/09/2011
Telephone number	07875 514968

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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