

Little Hands Montessori

Wimbledon Methodist Church, Griffiths Road, LONDON, SW19 1SP

Inspection date	11/12/2013
Previous inspection date	16/11/2011

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 have happy, warm relationships with staff, which helps them to feel secure.
- Children make good progress in their learning because staff meet their individual needs well.
- Staff have good knowledge of how to keep children safe and implement this well in their practice.
- Management monitors the nursery well and this helps to ensure consistency in quality.
- Staff keep good records of children's assessment, which they use effectively to inform planning.

It is not yet outstanding because

- Some younger children find it difficult to understand the nursery routine because staff do not always provide age-appropriate information about this, for example by using pictures of key events in the nursery day.
- The outdoor area is not used to its full extent to provide children with opportunities to investigate nature.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector carried out a joint observation of an adult-led group activity with the manager.
- The inspector observed interaction between staff and children.
- The inspector tracked the progress of several children.
- The inspector sampled a range of documentation.
- The inspector spoke to parents, staff and children and took their views into consideration.

Inspector

Jennifer Beckles

Full report

Information about the setting

Little Hands Montessori is a privately-owned setting that was registered in 2011. The setting is located in a first floor playroom in the Wimbledon Methodist Church building, in the London Borough of Merton. The building is located in a residential road within walking distance of the town centre and the railway and underground station in Wimbledon. The setting is registered on the Early Years Register and both parts of the Childcare Register. There are currently eight children on roll. The setting is open Monday to Friday from 9am to 1pm during term time only. The playroom is approached via flights of stairs and there is a lift, although this cannot be used in an emergency evacuation situation. There is a secure roof garden for outdoor play, which is accessed directly from the playroom. Children also use a hall on the ground floor of the building for movement activities. The setting receives funding for early education places for children aged three years. It supports children with special educational needs. There are three staff who work directly with children, including the manager. All staff hold appropriate early years qualifications to level 4.

What the setting needs to do to improve further

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

- enhance the outdoor provision by providing more opportunities for children to investigate nature, for example through examining the features of living things and by learning how things grow

- Provide further support to younger children in their understanding of key events in the nursery day, for example through use of a visual timetable.

Inspection judgements

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

Staff plan a wide variety of interesting activities, which supports children's learning well in this organised setting. They base planning on areas of learning, and children's interests and skills, which results in children engaging well in activities. This is balanced by staff enabling children to learn through making their own choices from structured resources that provide different levels of challenge. Children make good progress because staff devise effective plans that meet children's individual needs.

Children build good relationships by greeting and getting to know each other during group times. Staff teach children about days of the week and seasons, which helps children's understanding of the world. Staff help children to learn new vocabulary by describing

different weather conditions. Children learn about size and order by building towers with bricks. They match quantities of objects to numerals and this supports their counting skills and ability to recognise numbers. Children explore properties of paint and use brushes skilfully to paint recognisable pictures. They enjoy watching the paint prints of their hands on paper and staff encourage children to describe how the paint feels, to which they reply 'like mud'. These experiences help children to develop useful skills for school.

Children use good small muscle control as they fill pipettes to transfer water from one container to another. They also develop a good range of physical skills by using the outdoor apparatus and resources. For instance, they practise their jumping skills on a small trampoline and learn to climb and travel along a slide. Staff help children to develop coordination skills by playing throwing and catching games with them. However, they do not maximise opportunities for children to learn about nature in the outdoor environment, for instance by enabling them to learn how things grow or to examine the features of living things.

Staff observe children regularly; they evaluate their observations, along with other evidence of children's skills and abilities, to plan effectively for the next steps in their learning. Progress checks are carried out for children aged between two and three years and written summaries are provided to parents, to keep them informed of their children's development. Staff monitor the progress of children with special educational needs closely and work well with health professionals to support children's good progress.

Staff use a range of effective approaches that keep parents informed of their children's progress. For instance, regular parents' evenings are held where staff talk to parents and review assessment records. Also, staff talk to parents on a daily basis to exchange information. Parents have good opportunities to be involved in their children's learning. For example, they share their observations with staff during discussions and write comments in communication books that are shared between parents and the nursery.

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

Children settle well at this small, nurturing nursery. They have warm, happy relationships with staff who know and meet their needs well. Children feel valued and understood because staff find out about their interests and skills in order to plan for their needs. Routines are highly appropriate and contribute well to children's feelings of security. However, some younger children find it hard at times to understand the sequence of key events in the day.

The nursery is bright and colourful, and children's artwork is presented well. Children behave in safe ways. For example, they tidy away floor-play resources after use to prevent accidents, and know to walk indoors. Children understand why they need to wash their hands, which they do at appropriate times. Staff encourage children to put on their coats themselves, and support younger children to do so. This helps children to develop independent dressing skills. Children are learning healthy lifestyle habits because they eat nutritious snacks, feed themselves independently, and take daily fresh air and physical

exercise on a range of outdoor equipment. Staff are careful to cater for children's special dietary needs.

Staff manage children's behaviour well. They are calm and clear with children about their expectations and use praise to motivate good behaviour. As a result, children behave well. Staff help children to manage the move to school effectively. They have good links with local school teachers who visit the nursery to get to know children and to exchange information before children start school. Children learn to accept and value difference in a range of ways. For instance, they make hand prints on cards in celebration of Eid and staff talk to children about this special occasion.

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

Staff have a good understanding of the requirements of the Early Years Foundation Stage, which helps to ensure that children are protected well. All staff have received safeguarding training and have good knowledge of procedures to follow should they be concerned about a child. Staff carry out regular fire drills with children and this helps children to learn to leave the premises safely and quickly when required. Management carries out thorough checks on staff as part of its assessment of suitability for their roles and this adds to children's safety.

Staff attend a range of courses to enhance their skills because they have regular appraisals to identify their training needs. For instance, staff have attended a course on children's social interaction and this has led to a greater variety of activities to encourage children to interact during activities, such as action rhymes. Staff are supervised regularly and this helps to identify and address any issues through ongoing support.

Monitoring of the educational programmes is good. This is because the manager works in the group room with staff and has good insight into their practice. Management reviews planning and children's assessment records regularly and this helps to identify any inconsistencies in quality. Effective tracking systems are in place to monitor children's progress and identify any gaps in learning, so that appropriate steps are taken.

Staff have good partnerships with parents, which enhance children's care and learning. Parents share observations of their children with staff and staff keep parents informed of children's progress. Staff work closely with community health professionals to help the development of children with special educational needs. The setting works well with local school teachers to support children who move to school.

Management identifies key priorities for development of the setting because it analyses its strengths and weaknesses regularly. For instance, management plans to make use of spare rooms in the setting for focused activities for children, such as music sessions. Previous recommendations have been met successfully, including improved knowledge of the Statutory Framework for the Early Years Foundation Stage to help evaluate the quality

of provision. The setting operates successfully and has good ability to maintain quality.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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	EY420837
Local authority	Merton
Inspection number	816528
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	16
Number of children on roll	8
Name of provider	Shaza Haq
Date of previous inspection	16/11/2011
Telephone number	07854 887 786

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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, which are usually the childminder's 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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