

Happy Child Montessori Day

35 West Park, LONDON, SE9 4RZ

Inspection date	27/11/2014
Previous inspection date	19/03/2009

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

- Staff nurture children's independence well, allowing them to become confident learners.
- Staff work with the parents to provide feedback on the children's development, allowing them to work together to help children make progress.
- Staff teach and support children well, allowing them to make good progress from their starting points.
- Leadership of the nursery is strong. The senior team have a clear vision of areas they wish to improve and of how they will achieve this.

It is not yet outstanding because

- Staff do not always allow the children to finish their activities and, as a result, children's work is not always fully valued.
- Routines for younger children do not support those who learn best outside by allowing them to spend long periods exploring and learning in the outside play environment.

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 observed activities in the main playrooms and the garden.
- The inspector spoke with the manager, area manager and staff at appropriate times during the observations.
- The inspector looked at children's records, planning documents, the development plans, and a selection of policies and procedures.
- The inspector and the manager carried out a joint observation.
- The inspector spoke with parents to gather their views.

Inspector

Rebecca Hurst

Full report

Information about the setting

Happy Child Montessori Day registered in 2008. It is owned and managed by Tree Tops Nurseries Limited. The nursery operates from a three storey detached property in a residential area in the London borough of Greenwich, close to shops, park and public transport. There is a fully enclosed garden available for outdoor play. The nursery is open from 7:30am to 6pm, Monday to Friday, for 52 weeks of the year. Happy Child Montessori Day is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 86 children on roll. Children attend for a variety of sessions. The nursery supports children who speak English as an additional language. The nursery follows the Montessori approach. There are 10 staff who work with the children. All staff are hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- review routines to allow children to finish their activities before they are asked to tidy away to fully value the learning taking place through play
- allow younger children more opportunities to play outside to extend their learning and development in different environments.

Inspection judgements

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

The quality of teaching is good; as a result, children are progressing well towards the early learning goals. Staff plan effectively, which allows them to progress children's learning and development. Staff successfully identify the children's next steps in learning, and use their interests and views from the parents to plan effectively. Parents and staff use weekend books to share learning experiences between home and the nursery. Staff also use this information to inform the planning. Staff track children's progress using appropriate guidance as a reference. Staff use the information they gather to successfully identify whether children require additional or targeted support with their learning and development. Staff meet with parents and share detailed progress reports, including the required progress checks for two-year-old children. This allows them to see the progress their children have made. Given the children's ages and stages of development, as well as their starting points, they are making good progress.

When children are nearing school age, staff work closely with teachers and the parents to enable them to settle into a new routine quickly. This also enables children to be ready for

the next stage of learning. Staff work well with each other and enable children to progress smoothly through the nursery. This supports children's self-esteem well and builds on their confidence to become independent learners. Children of all ages are confident learners and show great confidence in dressing and undressing themselves.

Children of all ages thoroughly enjoy creative activities. Staff adapt each activity to the children's interests. Children of differing abilities are all able to learn through the activities due to the good quality support from the staff. For example, during the inspection older children thoroughly enjoyed exploring flour with toy dinosaurs. Staff asked the children what they thought the flour looked like. Children pretended it was snow and that the dinosaurs were stuck in the ice. They clapped their hands together and the flour flew through the air. Children explain to the staff 'look it is snowing'. As the flour landed on the wet decking, staff spoke with the children about their safety, pointing out that the floor might be slippery. Staff know how to reinforce children's learning by reflecting on past experiences. For example, they asked children what previously happened when they mixed flour with water when cooking. The children remembered it made dough. Activities of this quality support children to learn through first hand experiences and to explore their own ideas.

Routines teach the children about the structure of their day and what to expect next. At the time of the inspection, children enjoyed exploring and making different shapes out of magnetic triangles. Staff asked the children useful questions about what they were building and if they could name the shapes. However, staff asked the children to stop mid-activity to move to the next part of the day. This stopped some of the children from finishing their learning, as they were engrossed with their building and had to break up their structures. This does not reflect the value that staff generally place on encouraging children to learn through exploration and discovery. However, staff did praise the children for their efforts and their tidying away, which promotes their self-esteem.

Staff provide children with good opportunities to access writing resources and consistently encourage them to attempt to write their names on their creations. This enhances children's opportunities to promote their early writing abilities.

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

Staff promote children's safety well, teaching them skills to help keep themselves safe. As a result, children are fully aware of how to use stairs when moving from the different learning areas. Staff teach the younger children to hold onto the handrails and to look where they are going. Staff carry out regular fire drills, teaching children to be aware of what to do in an emergency.

All children learn about good hygiene routines through washing their hands at appropriate times; for example, before snack and meal times and after visiting the toilet. Children enjoy valuable social experiences when eating together. The majority of children serve their own meals, which greatly supports their independence and physical development. Staff sit and talk to the children about what they are eating and the effect it has on their

bodies. They encourage children to try foods so they can learn the tastes of new food. Staff support the children well in learning portion control and all children are developing high levels of control when serving their meals. Older children also help the staff to set the tables. This further enhances their independence, promoting their self-help skills and their physical development.

All staff are consistent in their approach to behaviour management. Staff indicate clear and concise boundaries in regards to behaviour and children fully understand these. They provide children with gentle reminders to work together. Children all behave well given their ages and stages of development.

Children have daily opportunities for exercise in their garden areas. This promotes their physical development well. Older children are able to use the garden at any time. However, routines for younger children sometimes do not allow them to utilise this learning environment for long periods. During the inspection, younger children did not go outside until late afternoon. This does not support those who learn best outside. Staff use resources well to promote children's learning. The resources are all stored so that children of any age can choose items independently to extend their play.

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

Staff have a good knowledge of safeguarding and child protection, including the procedures to follow in the event of having a concern about a child. Staff carry out detailed risk assessments and daily safety checks. These help them identify and minimise any potential hazards. This enables children to play in a safe and healthy learning environment. Staff follow risk assessments, and advice given to them by fire safety officers, to enhance the safety and wellbeing of the children. For example, they have self-closing doors that help to protect the children in an event of a fire.

The manager works alongside the nursery chain's head office to implement a robust recruitment procedure to check the suitability of all staff working with the children. All staff are appropriately vetted, and the relevant details are recorded and logged to show when checks were carried out. All staff have their ongoing suitability checked throughout the year during supervisions and appraisals. There is a robust induction period to make sure all staff are aware of the nurseries policies and procedures. As a result, suitable staff care for children.

Self-evaluation is strong and clearly shows the nursery's key strengths and the areas staff are currently working to improve. The parents share their views on the nursery via verbal feedback, and through meetings and social gatherings. The overall effective partnership working with parents helps to provide consistency of care for children and ensures that the overall service is responsive to its users.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY381910
Local authority	Greenwich
Inspection number	829755
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	58
Number of children on roll	86
Name of provider	Happy Child Limited
Date of previous inspection	19/03/2009
Telephone number	0208 857 9990

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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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