

Inspection of Hummingbirds Montessori School

1st Kingston Hill Scout Group, 293 Park Road, Kingston Upon Thames, Surrey KT2
5LY

Inspection date: 15 September 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children are happy and have an exceedingly positive approach to their learning. Older children are already highly skilled at recognising their names. On arrival, they proudly find their name card and post it in a letter box by the door. They are excited to quickly access the wide range of engaging activities which extend their learning, indoors and outdoors. Children benefit hugely from effective free flow between these areas. They confidently choose where they want to play and learn, showing high levels of concentration in this calm and well-organised environment.

Children behave impeccably. They form exceptional relationships with staff, who are nurturing role models and set high expectations. For example, when they want to go outside, children expertly use the walkie-talkie to let the outdoor staff know. They understand that they must wait for a member of staff to meet them so they can go outside safely. Children take responsibility for their own safety and do not pass the red rope in the garden until they are with an adult.

Children develop a robust understanding of volume and capacity. They capably use the tap on the water butt, helping to exercise their small-hand muscles in readiness for writing. Children expertly fill a bucket and anticipate exactly when to turn off the tap, so that the bucket does not overflow. They show great determination as they carry the heavy bucket to where they want to play.

What does the early years setting do well and what does it need to do better?

- Leadership is exemplary. The knowledgeable and strong leadership team provides a highly effective system of supervision and coaching that contributes to outstanding practice throughout. Staff say that they feel extremely valued and, in turn, they show full commitment to the setting and every child's well-being.
- Staff are highly experienced and qualified. They have an excellent knowledge of early years practice. Staff demonstrate a deep understanding of what each child needs to learn next. They skilfully build on what children already know and can do. Staff provide a remarkably ambitious curriculum with ample opportunities for children to develop and succeed in life.
- Children develop fantastic communication and language skills. Staff sharply focus on supporting children to be confident communicators. They model new words exceptionally well and use open-ended, thought-provoking questions at every opportunity. These techniques support children to extend their thinking and learning as they play. Children engage in deep and meaningful discussions about their similarities and differences. For example, they discuss why children with a sight impairment might use a white stick. They tell visitors that the stick helps them to feel things in front of them so that they do not hurt themselves.

Children speculate their ideas as to why a child might need to use a wheelchair. Children develop a love of books, as staff animatedly read stories throughout the day, encouraging children to recall and talk about what is happening.

- Staff spark the inquisitive spirit in all children when they encourage them to find living insects in the setting's bug hotel. They skilfully introduce new words, such as 'larvae', and encourage children to make comparisons to various other insects, such as ladybirds. Children know that some insects fly and others crawl. Children discuss and decide to use magnifying glasses to get a closer look at the bugs. They excitedly call out and giggle when they tell staff the bug has a smile on its face.
- Children know the setting routines exceptionally well. Mealtimes are meticulously planned to support children's independence and resilience even further. Children show magnificent collaboration skills and take control of these routine parts of the day. They work in small groups to prepare a snack for the class. They each decide on jobs, and they focus as they grate cheese, cut grapes in half and write the menu, using tools very safely. Children self-serve their snack, wash up and put away their own cups and plates.
- Partnerships with parents are strong and effective. Parents praise the excellent care and communication they receive from the staff. They comment that the staff are 'exemplary in their understanding of the developmental needs of children this age.' Parents comment that 'staff are kind, empathetic, yet firm in a way that allows children to thrive.'
- Children with special educational needs and/or disabilities and those who speak English as an additional language make phenomenal progress. Staff are highly attuned to children's needs. They create support plans with achievable goals and quickly put interventions in place. These include visual prompts, dual-language books and yoga activities. Support plans are regularly reviewed, understood, and followed by staff to maximise all children's potential.

Safeguarding

The arrangements for safeguarding are effective.

Staff have an outstanding knowledge about a wide range of indicators that children may be at risk of harm. They confidently describe the correct procedures to be followed if they are concerned about a child. Staff supervise children closely during their activities. They are deployed effectively, and steps are taken to keep children safe. During arrival and departure times, staff supervise the main entrance doors to ensure that children do not leave unattended. The provider checks staff's suitability through a rigorous recruitment procedure and a thorough induction process.

Setting details

Unique reference number	2560307
Local authority	Kingston upon Thames
Inspection number	10233477
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	36
Number of children on roll	26
Name of registered person	Hummingbirds Education Ltd
Registered person unique reference number	2560306
Telephone number	0789554006
Date of previous inspection	Not applicable

Information about this early years setting

Hummingbirds Montessori School registered in 2019. It operates from a scout hall in the London Borough of Kingston. The setting is open during term time only, from 8.30am until 3pm, Monday to Friday. The setting employs 9 members of staff. Of these, three are qualified at level 6. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louise Drewett

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The manager and the inspector carried out a joint observation.
- The inspector took into account the views and opinions of parents, children and staff.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

We carried out this inspection 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.

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