

Inspection of Happy Hands Montessori Nursery

South Hampstead Cricket Club, Milverton Road, London NW6 7AR

Inspection date:

23 May 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and settle well into the nursery routine. They form positive relationships with staff and show that they feel safe and secure. Staff speak to parents on children's arrival. This helps to ensure that transition between home and the nursery is as smooth as possible.

The quality of education is not yet good for all children, including disadvantaged children. Leaders have a clear vision for what they want children to learn. They design a curriculum that covers the seven areas of learning. However, this is not consistently implemented because teaching, including the quality of interactions with children, is too variable. Children do not consistently benefit from good-quality learning experiences. This hinders the progress that some children make.

Although some children show positive attitudes towards their learning and happily join the activities on offer, their interest is often lost without quality staff interactions. Some children become disengaged and wander around. At times, children display unwanted behaviour, which is not managed consistently by staff. On occasions, some children become boisterous and do not follow instructions. For example, they kick resources when asked to pack them away or engage in pushing others or hair pulling.

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

- Children are not always engaged and challenged as well as they could be to ensure they all make good progress in their learning. Some staff support children's communication better than others. For example, they encourage children to speak and share ideas by asking them open-ended questions. However, some staff focus more on providing instructions and do not converse with children as much as possible. This has an impact on children's communication and language development.
- Although staff feel valued, they do not receive enough support to fully develop their teaching skills and effectively implement the curriculum. As a result, children's initial positive attitude and eagerness towards their learning becomes lost. This is particularly evident for children who have special educational needs and/or disabilities.
- Staff gather relevant information from parents to establish children's starting points before they join the nursery. They speak about using this information to inform their future planning. However, the inconsistencies in how well the staff deliver the curriculum mean that children's learning needs are not always met.
- Staff do not consistently address incidents of unwanted behaviour. At times, when some staff try to intervene, children ignore them. Staff do not implement clear boundaries. Consequently, children do not know what is expected of them.

Staff do not help children to understand unwanted behaviour and the effect this has on others.

- Children learn about healthy food as they enjoy balanced meals and snacks. Staff help children to develop their independence skills. For example, children wash hands before eating and serve themselves during meals. However, routines are not organised well to ensure that children are not waiting and do not remain sedentary for long periods.
- Staff provide a variety of opportunities to strengthen children's small muscles through mark making and messy play. Children play with sand, water and play dough. However, staff do not extend children's learning about the safe use of materials when they play with shaving foam. Staff do not explain how the incorrect use of it can be harmful to their physical health.
- Staff use the outside area to enhance children's physical development. Children have opportunities to run, jump and balance. They happily join in vigorous dancing to the music.
- Staff provide some ways to promote children's knowledge and understanding of the world. For example, children learn about farm animals and their habitats. Staff plan visits to the farm to offer the children new experiences.
- Parents speak positively about the 'welcoming' staff. They praise how they communicate with them. They feel supported and informed about their children's learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge and understanding of all aspects of child protection. Leaders ensure that staff undertake regular safeguarding training, so their knowledge remains current. Staff know the different signs and symptoms of abuse to be vigilant for, which may highlight a potential concern. Staff also understand the procedures to follow if they are concerned about a child's welfare or about the practice of another member of staff. They know how to report these concerns to relevant safeguarding agencies. Leaders have robust recruitment and selection procedures in place to help ensure that those working with children are suitable to do so.

What does the setting need to do to improve?

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

- monitor staff practice and provide relevant support to ensure the quality of teaching is consistently good or better and children continually benefit from high-quality learning experiences
- improve the implementation of the curriculum for children, to ensure it meets their learning needs in all areas

- improve the implementation of behaviour management strategies, so that rules and boundaries are applied consistently to help children self-regulate behaviour and develop a sense of right and wrong
- improve the organisation of the day to support children's engagement and to ensure children do not wait and remain sedentary for extended periods
- help children to learn further practices to benefit their good physical health.

Setting details

Unique reference number	EY468171
Local authority	Brent
Inspection number	10280314
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	53
Name of registered person	Happy Hands Montessori Nursery Ltd
Registered person unique reference number	RP530513
Telephone number	0208 452 4060
Date of previous inspection	20 September 2017

Information about this early years setting

Happy Hands Montessori Nursery registered in 2013. It is situated in Brondesbury Park, in the London Borough of Brent. The nursery is open each weekday from 8am to 6pm and operates during school term times. The provider receives funding to offer free early education for children aged two, three and four years. The nursery employs eight members of staff. Of these, seven staff hold relevant early years qualifications at level 3 or above. The nursery follows the Montessori educational philosophy.

Information about this inspection

Inspector

Agnes Wink

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector carried out a learning walk with the manager. The inspector assessed the impact of the quality of staff interactions and the learning opportunities they provide for children.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector reviewed written documentation.
- The inspector spoke to the manager, children, parents and staff at convenient times and considered their views.
- The manager and the inspector carried out a joint observation of an activity, focusing on the interactions between staff and children.

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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