

Inspection of Little Hands Montessori

Cranleigh Lawn Tennis And Social Club, Cranleigh Road, London SW19 3LX

Inspection date: 10 January 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children and parents are warmly greeted by staff as they arrive, which helps children to settle quickly. They happily separate from their parents as they walk into the nursery with staff, who are gentle and reassuring. This helps children to feel safe and secure. Children play calmly and have strong bonds with their key person and familiar staff, who know them very well. Staff are good role models for children and encourage them to learn behavioural expectations. For example, children explain they must be kind, share, listen and use their 'walking feet' inside. Children develop strong independence. They freely choose toys and resources that are all at their level.

Children benefit from a well-planned and focused curriculum, which provides a range of opportunities for them to develop and practise their physical skills. For example, younger children move safely in the environment, both inside and outside. They develop good body control and balance. They carefully pick items up from the shelf and place them on the table or floor and know to put them away once they have finished. While outside, children climb the ladder and climbing wall to go up the climbing frame. Older children are very chatty and excited to be with their friends as they play.

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

- The manager shows a good commitment to the professional development of the team. For example, staff have six weekly supervision meetings. This helps to support staff's practice and identify any additional training to support their professional development. The manager places a high priority on the well-being of staff. As a result, staff feel valued, supported and enjoy working at the nursery.
- Staff provide a well-thought-out curriculum for children. They take on board information from other professionals and parents about what each child can do, along with their observations. These are used to design and tailor activities that support the children's individual needs. Staff complete the progress check at age two and make regular assessments to enable them to assess children's development and identify any gaps in their learning successfully. Consequently, children make good progress.
- The manager, who is also the special educational needs coordinator, is very committed to supporting children. She works very closely alongside staff, parents and other professionals. This ensures that children identified with special educational needs and/or disabilities have the right support to meet their needs consistently. Children are supported to achieve their full potential in relation to their capabilities.
- Staff support children's communication and language skills effectively. For

example, staff model language well. They regularly sing songs and introduce different words to children as they play. Staff give children good eye contact and allow them to finish what they say before responding. They ask questions, such as 'What do you think?' and 'how does it work?', and give children time to respond. Younger children sit close to staff as they read stories, while others are happy to sit and look at books.

- Children respond well to staff's interactions. They eagerly take part in activities, such as painting, role play and writing. However, at times, staff do not encourage children to ask for help before directing or telling them what they need to do. This does not promote children's confidence to express their needs and ask for help.
- Children are supported to develop a healthy lifestyle. For example, they wash their hands before eating, and parents provide healthy snacks and water. Children have plenty of opportunity for fresh air and physical exercise, both inside and outside. Staff teach children healthy habits, such as brushing their teeth.
- Children understand the routine of the nursery well. However, at times, staff do not give children time to finish what they are doing before changing activity. As a result, children are a little hesitant to comply and move on in their learning.
- Parents are extremely happy with the level of support from staff. They state that their children are making good progress.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- build on the support that is already in place to encourage younger children to be more confident to ask for help when needed
- extend the system that is in place to allow children time to finish what they are learning before changing activity.

Setting details

Unique reference number	EY500816
Local authority	Merton
Inspection number	10312200
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	14
Name of registered person	Haq, Shaza
Registered person unique reference number	RP904988
Telephone number	07854887786
Date of previous inspection	23 April 2018

Information about this early years setting

Little Hands Montessori registered in 2016. It is located in the London Borough of Merton. The pre-school is open Monday to Friday, from 9am until 12.30pm, term time only. It provides a Montessori philosophy. It receives funding for the provision of free early education for two-, three- and four-year-old children. There is a team of six staff, of whom four hold a relevant qualification at level 2 and above. This include the manager, who is an early years teacher.

Information about this inspection

Inspector
Marvet Gayle

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager and deputy manager completed a learning walk with the inspector.
- The inspector observed the quality of education, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector conducted a joint observation.
- Parents shared their views of the nursery with the inspector.
- The inspector held discussions with staff and children during the inspection.
- The manager provides relevant documentation on request, including the progress check for two-year-olds and staff suitability check.

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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