

Little Hands Montessori

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



| | |
|--------------------------|------------------|
| Inspection date | 3 October 2017 |
| Previous inspection date | 11 December 2013 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Outstanding | 1 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- The provider evaluates the quality of her service effectively. She sets clear priorities for development using regular feedback from parents and children, and implements her action plans very well. This contributes to her continuous drive for improvements and the good progress that children make.
- The provider has further enhanced the monitoring of children's learning to promptly identify and address potential gaps in learning, including for different groups of children.
- Staff use highly effective strategies to support children's social and emotional well-being. Staff work well with parents and give very good support to children so that they learn what is expected at an early stage. As a result, most children settle into the pre-school extremely quickly.
- Parents speak very highly of the service they receive. They value the two-way flow of information that is shared about children's learning experiences.
- Children's moves on to school are successful. Children are well prepared for their next stages in learning. They are supported to become motivated and independent learners.

It is not yet outstanding because:

- Staff do not consistently use available opportunities for all children to see or hear the languages that they speak at home.
- Existing links with the local schools that children attend do not fully lead to sharing of information about children's learning and development.

What the setting needs to do to improve further

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

- further extend the opportunities for children to see and hear the languages they use at home during their play and learning
- build on existing partnerships with other settings that children attend so that continuity of care and learning is further established.

Inspection activities

- The inspector assessed the quality of interactions between staff and children and the impact of these on children's learning.
- The inspector jointly observed and discussed the effectiveness of an activity with the provider.
- The inspector reviewed documents, including children's learning records, documentation for staff, information for parents and policies.
- Discussions were held with staff at appropriate times.
- The inspector considered the views of parents during the inspection visit.

Inspector

Kareen Anne Jacobs

Inspection findings

Effectiveness of the leadership and management is good

The provider is an effective manager. She has ambitious plans for the pre-school and high expectations of her staff and of the children in her care. She successfully addresses the priorities she identifies to further improve her service. For example, the outdoor area has been developed so that children enjoy opportunities to grow plants and herbs. Safeguarding is effective. Staff complete training to update and increase their knowledge about how to keep children safe. They are aware of the potential risks posed to children and are clear about who to contact to report concerns to, should the need arise. The provider offers staff regular support to enhance their teaching practice. They are encouraged to further their professional development. This contributes to the good progress that all children make.

Quality of teaching, learning and assessment is good

Staff provide a range of opportunities for children to develop the skills needed for their next stages in learning. Children develop their hand-to-eye coordination and small-muscle skills, for example, as they balance trays and use small pipettes to transfer water. Staff speak with children about the changing seasons and the weather outside. This contributes to children's understanding of the natural environment around them. Staff support children to develop mathematical skills. For example, children sort and sequence lengths of wood and begin to understand how to estimate and measure. Staff provide opportunities for children to develop early literacy skills, such as when they recognise and select their names on arrival. Children make decisions about their learning and are encouraged to complete tasks and follow their ideas through.

Personal development, behaviour and welfare are outstanding

Staff are extremely good role models for the children in their care. They are calm and patient, and give high levels of praise and encouragement to children as they begin to work things out for themselves. Children very quickly become independent and confident learners. They are consistently engaged in activities that they enjoy throughout their time at pre-school. Children are highly motivated and eager to learn. They often seek out key staff to show off their achievements. Staff are extremely attentive and give a high level of support to children as they settle. For example, key staff follow the lead of new children who are able to play outside and rejoin the group when they are emotionally ready to do so. These children quickly become used to new routines and learn new skills, such as choosing and singing songs as part of a larger group. This contributes to children's rapid increase in self-esteem and confidence.

Outcomes for children are good

Children develop their small-muscle skills as they use tongs to select and sort beads. Pre-school children demonstrate good literacy skills, for example, as they write their names. Younger children take turns and share as they play with cars. Children develop their large muscles as they take part in physical activities. All children make good progress. They are well prepared for their next stages in learning and for school.

Setting details

| | |
|--|---|
| Unique reference number | EY420837 |
| Local authority | Merton |
| Inspection number | 1062424 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 4 |
| Total number of places | 15 |
| Number of children on roll | 17 |
| Name of registered person | Shaza Haq |
| Registered person unique reference number | RP904988 |
| Date of previous inspection | 11 December 2013 |
| Telephone number | 07854 887 786 |

Little Hands Montessori registered in 2011. The setting is located in Wimbledon, in the London Borough of Merton. It is open Monday to Friday, from 9am until 12.30pm, during term time. The pre-school follows the Montessori method of teaching. The setting receives funding for free early education for children aged two, three and four years. There are five staff who work directly with children, including a qualified teacher. Three staff hold relevant qualifications at level 4.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

