

Inspection of Little Hands Montessori

St Winefride's Parish Hall, Bridges Road, Wimbledon, London SW19 1EN

Inspection date: 19 May 2022

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

What is it like to attend this early years setting?

The provision is good

Children are greeted warmly by friendly staff when they first arrive at the setting. They eagerly leave their parents, happy to join their friends in the stimulating and safe environment that is created for them. The varied curriculum encourages children to be engaged and motivated to learn. For example, children relish taking part in themed activities based on the story of 'Goldilocks and the Three Bears'. Children's communication is promoted well. They develop and extend their vocabulary effectively as they sing songs and take part in show-and-tell activities. This helps support children with speech and language delay and those with English as an additional language to thrive within the setting.

Children enjoy helping to prepare the table at snack times. They independently open their lunch boxes and food packaging. This develops key skills for their eventual move to school. Children behave well and understand staff's expectations. They respond immediately when staff ring the bell by stopping and listening to the announcement. They eagerly help to tidy up or clap to celebrate a friend's achievement. Children's creativity and imagination are encouraged as they have tremendous fun taking part in weekly music and ballet sessions.

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

- Mathematics is embedded well and woven throughout children's activities. Children learn to identify numbers and problem-solve as they complete number puzzles. Staff have a confident understanding of how to teach mathematics. They make good use of the Montessori resources in the play environment. For example, children enjoy building pink towers as they learn about size and balance. They do simple subtraction with actions while singing 'Five Currant Buns in the Baker's Shop'.
- Children take part in regular trips into the local community. For instance, they enjoy outings to the park, where they take part in forest school activities and access large fixed equipment. This all helps to strengthen children's physical skills.
- The manager has implemented efficient systems to support staff to monitor and assess children's progress regularly. This enables staff to quickly identify gaps in children's learning and development. The manager works closely with parents to seek professional support for children's individual needs. She develops meaningful partnerships with professionals working with children to ensure consistency, so they do not fall behind.
- Children learn positive social skills to help them build meaningful friendships. They take turns and use good manners with minimal prompting from staff. Staff often celebrate children's achievements and positive behaviour, which helps to encourage children to have good levels of confidence and self-esteem.

- New children are supported well to transition into the setting. Key workers work closely with parents during the settling-in period to obtain information about children's care needs. However, limited information is collected about children's development and interests.
- Parents are kept well informed about their child's ongoing development by their key person. They have secure access to online systems where they can see photos, observations and assessments of their children's development. This supports continuity in children's learning. Parents speak highly of the setting, commenting on how much their children are learning about the world. For example, children come home talking about the life cycle of the frog and how bees make honey.
- Staff work well as a team. They attend regular online meetings to reflect on their practice and the learning experiences they provide for children. The manager makes good use of supervision and appraisals to support staff's ongoing professional practice and well-being. For example, staff are encouraged and supported to complete training to increase their knowledge of Montessori theory and play. The manager works with staff and parents to evaluate their practice, which helps her to drive improvement.
- Children's early literacy skills are supported well. They have access to well-resourced and comfortable book areas. Children listen intently to stories, which helps to support their growing vocabularies. Staff skilfully intertwine phonics into everyday activities, for instance to help children to identify and write their names.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff have a broad knowledge of child protection issues. They can identify the signs and symptoms which may indicate that a child is at risk of harm. Staff know who to contact if they have concerns about a child's safety and welfare. The manager ensures staff have access to regular training to keep their knowledge up to date. The manager implements robust recruitment and vetting procedures to ensure all new staff are suitable for their role. All staff carry out effective risk assessments to ensure children's safety is maintained in the setting and while on outings.

What does the setting need to do to improve?

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

- improve the information gathered from parents when children first start, to ensure their starting points and interest inform planning.

Setting details

Unique reference number	2556726
Local authority	Merton
Inspection number	10215816
Type of provision	Childcare on non-domestic premises
Registers	Early Years 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	30
Name of registered person	Haq, Shaza
Registered person unique reference number	RP904988
Telephone number	07854887786
Date of previous inspection	Not applicable

Information about this early years setting

Little Hands Montessori re-registered in 2019. It operates from St Winefride's Parish Hall situated in Wimbledon in the London Borough of Merton. The setting is open each weekday. Sessions are from 9am to midday and midday to 3pm, for 34 weeks of the year. There are options for full-day places.

The setting receives funding for the provision of free early education for children aged two, three and four years. It employs six members of staff, including the manager, of whom four hold appropriate early years qualifications ranging from level 3 to level 6.

Information about this inspection

Inspector

Trisha Edward

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 manager and has taken that into account in her evaluation of the provider.
- The manager and the inspector completed a learning walk together.
- The inspector observed the quality of teaching indoors and outdoors and assessed the impact of this on children's learning.
- The inspector reviewed relevant documentation, including evidence of staff's suitability and training for staff.
- The inspector held discussions with the staff and children at appropriate times during the inspection.
- The inspector spoke to parents and took account of their views.
- The manager and the inspector conducted a joint observation.

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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