

# Inspection of Hopes and Dreams Montessori Nursery School

339- 341 City Road, Islington, London EC1V 1LJ

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Inspection date: 28 February 2020

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

### **The provision is good**

Children benefit from a wide range of exciting play opportunities which helps them to make good progress in their learning and development. They arrive in good spirits, eager to learn and they feel happy, safe and secure. Staff create a warm, family feel to the nursery. They know the children well and develop warm and caring relationships with them. Children form close attachments with staff and form friendships with their peers. Parents bring in photographs of their children and families. This helps children to make meaningful links between people, places and experiences in their lives. Staff plan activities according to children's interests and needs. For instance, babies enjoy one-to-one time with staff as they explore different textures during sensory play. Children behave well. They use good manners and are kind and respectful. They take turns and share resources which helps them to develop good social skills. Children of all ages enjoy a wide range of messy play. For example, they explore flour and paint in a large tray and make marks in the mixture and fill empty containers. Staff praise and encourage to help children have high levels of confidence and self-esteem. Overall, staff give good consideration to promoting children's well-being.

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

- The nursery has a long-serving team that work well together. Staff complete regular observations and assessments and have a clear focus on preparing children for school. They provide a range of experiences to help promote children's progress across all seven areas of learning. The management team closely monitors children's assessments to ensure children make good progress.
- Parents foster positive relationships with staff. They comment their children enjoy attending the nursery. Staff regularly share information with parents about their children's care and early learning. Parents use information, such as from the online app to extend their children's learning at home.
- The management team shows a good commitment to the professional development of staff. They encourage training in all areas and hold regular staff meetings. Individual supervision sessions play an integral part in the development of the setting. This provides opportunities for staff to discuss children's development and helps to promote progression in their learning. Staff are given the opportunity to bring suggestions to the management team about new ideas, to enhance children's learning and progress.
- The management team implements policies and procedures for complaints, whistleblowing and behaviour management. Staff complete regular risk assessments to ensure the premises are safe and secure.
- Staff support children's developing language skills well. They introduce new words, ask questions, use repetition and act as good role models for communication. Staff sensitively help children to make links between stories and

children's own conduct towards other people. Staff enthusiastically talk to children and use words such as 'amazing' and 'fantastic'.

- Good relationships are evident between the staff and children. All children are happy, relaxed and settle well into the daily routines. For instance, staff convey enthusiasm for tidying up properly and children copy them and join in eagerly. Babies bond well with staff and positively respond to the good levels of care shown to them.
- Children's health is supported well, overall. They benefit from freshly prepared nutritious meals. Children and staff discuss the benefits of healthy eating and children are often encouraged to drink water. However, children are not always encouraged to wash their hands before breakfast, to develop an awareness of this routine. In addition, children's independence is not supported consistently, such as when staff tidy away children's bowls and plates after eating.
- The environment is tailored to meet the individual needs of children. Staff work closely with other professionals to support children with special educational needs and/or disabilities to help close gaps in their learning.
- Children's physical development is supported well. For example, the sports coach teaches children tennis, badminton and football. Younger children climb up on a rocking horse and rock back and forth confidently.
- Partnerships with parents are positive. Information is shared with parents on a daily basis. Staff ensure they keep parents informed about their children's development and achievements. Parents are also encouraged to add information as children progress and develop.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a very clear understanding of their responsibilities in the area of child protection. There are named staff members for safeguarding and detailed procedures are in place. Staff are aware of the possible signs and symptoms of wider issues such as exposure to extreme views and behaviours and grooming. Staff hold current first-aid certificates, so children are well protected in the event of a minor accident. A wide range of policies and procedures are successfully implemented to further support children's welfare.

## **What does the setting need to do to improve?**

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

- develop further children's independence during their daily routines
- review handwashing procedures to minimise cross-infection and help children develop an understanding of the importance of this routine.

## Setting details

<b>Unique reference number</b>	131700
<b>Local authority</b>	Islington
<b>Inspection number</b>	10138039
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 to 4
<b>Total number of places</b>	123
<b>Number of children on roll</b>	127
<b>Name of registered person</b>	Hopes And Dreams City Ltd
<b>Registered person unique reference number</b>	RP523735
<b>Telephone number</b>	020 7833 9388
<b>Date of previous inspection</b>	24 July 2015

## Information about this early years setting

Hopes & Dreams Montessori Nursery School registered in 1997. It is located in the London Borough of Islington. The provider employs 31 members of childcare staff. Of these, 29 staff hold appropriate early years qualifications, including one with early years professional status. The nursery is open Monday to Friday, from 8am until 7pm.

## Information about this inspection

### Inspector

Pauline Valentine-Coker

## Inspection activities

- The inspector and the manager completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- The inspector completed a joint observation with the deputy manager.
- The inspector observed the interactions between staff and the children and considered the impact this has on children's learning.
- The inspector viewed documentation, including staff's qualifications, evidence of paediatric first-aid training and the suitability of staff.
- The inspector spoke to parents during the inspection and took account of their views.

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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