

Itchen Abbas Village Hall

Inspection report for early years provision

Unique Reference Number	EY347979
Inspection date	13 July 2007
Inspector	Alison Jane Kaplonek
Setting Address	Village Hall, Main Road, Itchen Abbas, WINCHESTER, Hampshire, SO21 1BQ
Telephone number	None Supplied
E-mail	
Registered person	Meon Springs Montessori
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Meon Springs Montessori, Itchen Abbas, was registered in 2007. It is privately owned. The group operates from the village hall in Itchen Abbas, near Winchester. There is an enclosed outside play area. Children come from the villages in the surrounding area. The setting is registered for 24 children from two to five years. There are currently 24 children on roll, 15 of whom are in receipt of nursery funding. It operates on weekdays during term time from 09.15 to 12.45. Children attend for a variety of sessions. The group uses the Montessori method of teaching. It accepts children with special educational needs and learning difficulties and those who speak English as an additional language. There are four members of staff. They all hold an appropriate early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is assured in the clean and well maintained environment. They are very well protected by staff who follow effective procedures and practices, such as regular cleaning of surfaces or checking the temperature of the fridge. Children independently access the toilet and washing facilities. All staff have first aid training and good use of documentation ensures that staff are recording accidents or the administration of medicines. Permission is obtained from parents to enable staff to administer first aid or to seek emergency treatment or advice. Children are provided with a nutritious range of snacks such as fruit, vegetables, or cheese and biscuits at each session. As they attend for quite a long session, their snacks are substantial, and children often enjoy making their own sandwiches, spreading the butter and choosing the fillings. They carefully pour their own milk or water from the little china jugs, which they can access during the whole session. Registration forms include information regarding children's allergies and dietary needs.

Children develop a good range of skills during their physical play. They enjoy their outdoor time in the garden area, when they can access a good range of equipment which enables them to practise skills such as, climbing, pedalling and balancing. They also confidently use a good range of small equipment to increase their manipulative skills, such as scissors, tweezers and pencils and are gaining control and co-ordination.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is ensured in the spacious and welcoming environment. Staff make good use of the available space both inside and out, providing children with choices and the freedom to move around safely and confidently. Risks of accidents or injury are minimised as staff carry out visual risk assessments on the premises and equipment throughout the day. Children access good quality equipment appropriate to their age and stage of development. All children are effectively involved in protecting themselves from harm. They are spoken to regularly about risks and consequences, for example what will happen if they run indoors. They learn to carry chairs safely and to be careful of children playing on the floor. All staff and children regularly practise the fire drill procedure and know how to evacuate the building.

Children are well protected by staff who have a good understanding of child protection policies and procedures and keep local contact numbers accessible. They share information about accidents and incidents with parents and give priority to ensuring that children's care and welfare are of paramount importance.

Helping children achieve well and enjoy what they do

The provision is good.

Children are provided with a wide range of resources and activities which cover all areas of learning and provide good play opportunities for all. They are interested and involved and enjoy their time at nursery, self-selecting a good variety of tools and materials from the child friendly storage units provided. They take part in planned activities, but also enjoy initiating their own learning. They particularly enjoy the role play opportunities and use their imaginations well, as they care for the dolls in the home area or go sailing in the blow-up boat. Staff are attentive,

listen to what the children say and encourage them to think for themselves. They are encouraged, during circle time, to recall what they have done during the session. However, some younger children are less engaged during the whole group times.

Nursery Education.

The quality of teaching and learning is good. Children are motivated to learn by the child led approach to learning. The children are asked what activities they would like to take part in, enabling them to initiate and set their own challenges. Staff deploy themselves well to provide support and extend the child initiated learning, asking questions and stimulating children to think for themselves. Planning covers all six areas of learning and includes additional activities such as PE and music sessions which are often provided by visiting teachers. Some focused activities are clearly linked to the stepping stones for learning. All staff make observations and assessments of children's learning, although evaluation is informal at present.

Children are confident speakers using language to initiate and organise their play, for example, giving each other instructions during role play in the garden. They use language to explain what they are doing as they lay the table at snack time. They enjoy using books and listening to stories and often borrow books from the library van. Most children are able to recognise their names on labels when they self-register and are learning the sounds of the letter of the week. All children use marks to represent their ideas and some children are beginning to write recognisable letters. They enjoy writing notes to their friends.

Children take part in a wide range of games and activities to develop their number skills and many count and recognise numbers beyond 10. They use mathematical language and talk about shape, size and quantity during a variety of activities, for example as they do the fraction puzzle, build the pink tower or play in the sand. They learn about problem solving through practical activities such as giving out the cups at snack time or discussing how many children can use the slide at any one time.

Children regularly explore and investigate, for example when growing beans or tomatoes, or when using the construction kits or junk modelling. They talk to staff and each other about their families and events in their lives. Children use their imaginations well in numerous play situations, for example when they construct vehicles from cardboard boxes or during role play as they sail off in their boat. They explore colour and texture when experimenting with paint, chalk or collage materials. They particularly enjoy the music sessions and are able to sing many songs from memory. Children talk about themselves and are gaining an awareness of the customs of others. They are beginning to use information technology to support their learning and some are able to complete simple programmes on the laptop computer.

Helping children make a positive contribution

The provision is good.

All children are welcomed and fully included in the routine of the nursery. They play an active role in the selection of activities and resources, independently take themselves to the toilet and help to lay the table for snack. Their individual needs and personalities are valued by staff, who praise and reward good behaviour. As a consequence, children behave well. Children are gaining in confidence and are able to express their needs and feelings, such as asking for more snacks or for a particular resource to be put out. They show respect for each other, and are learning to share and take turns, for example waiting patiently for a turn on the tractor or with a particular doll. They form good relationships with adults and their friends. Children with

learning difficulties and/or disabilities or English as an additional language are welcomed into the nursery. Children have access to a selection of resources which promote equality of opportunity and are encouraged to take part in the full range of activities. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is good and has an important influence on children's well-being. Parents are provided with a good range of information regarding policies and procedures in the nursery information pack, although some do not know which member of staff is their child's key worker. Parents are kept up-to-date through regular newsletters and feel able to approach staff and discuss their child's care and welfare. They are able to be involved in their children's learning, by joining the parents committee, or by sharing library books which their children can borrow. They often talk to their children about artefacts to bring in to nursery linked to the letter of the week.

Organisation

The organisation is good.

Children are settled and happy in the organised nursery environment. They are cared for in secure and welcoming premises where staff are appropriately checked and qualified. Good ratios of staff to children are maintained at all times, and staff work directly with the children, providing support where needed. Staff are beginning to work well as a team, understand their clear roles and responsibilities, and ensure that children's individual needs are well met. Good essential records are kept for each child and shared with the parents, ensuring that children's welfare and care are of a good standard in all areas. Daily registers are completed for children, staff and visitors, although these are not always filled in as soon as children arrive at nursery. Overall the nursery meets the needs of the range of children for whom it provides.

Leadership and management is good. All staff and management are committed to providing care and education of a good standard. There is a clear management structure within the nursery and procedures for induction and appraisals for all staff are in place. Staff meet regularly with colleagues from the other Meon Springs nurseries to share expertise and ensure consistency between settings. Systems to evaluate and monitor the nursery provision are beginning to be implemented.

Improvements since the last inspection

Not applicable as this is the first inspection.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that parents are informed which member of staff is their child's key worker
- ensure registers are completed accurately as children arrive and depart

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- evaluate and re-organise large group activities to ensure that all children are fully engaged in their learning
- continue to develop the planning and evaluation of nursery education to ensure that all children reach their full potential

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk