

# The Montessori School House

Christchurch School House, Crossways, Kintbury, HUNGERFORD, Berkshire, RG17 9ST



## Inspection date

6 March 2017

Previous inspection date

8 January 2015

| 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            |                      | Good | 2 |
| Outcomes for children                                  |                      | Good | 2 |

## Summary of key findings for parents

### This provision is good

- Children and families are warmly welcomed into this small and friendly nursery. Children demonstrate a strong sense of belonging as they greet friends and settle very quickly into the daily routine. Staff support children's independence and personal development particularly well so they are ready for school when the time comes.
- Staff know each child very well and are tuned in to children's current fascinations. They use this information well to build on children's knowledge. They teach effectively so children are very eager to learn and make good progress.
- Staff accurately assess children's development. They quickly identify children at risk of falling behind and work closely with other professionals to ensure they get the support they need to help catch up.
- Staff work closely with parents. They keep them well informed of their children's progress and offer useful advice to help parents support children's learning at home.

### It is not yet outstanding because:

- The managers and staff do not always identify precisely how and when they will make improvements to the provision, to ensure they achieve their goals within agreed timescales which benefit the children as soon as possible.
- Outdoor play areas do not always include a rich variety of resources that children can use in different ways to encourage them fully to develop their own ideas, think creatively and solve problems on a large scale.

## What the setting needs to do to improve further

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

- improve the effectiveness of the self-evaluation process by identifying more precisely how and when plans for improvement will be achieved, to benefit children as soon as possible
- enhance outdoor activities by providing children with a rich variety of resources that they can move and use in different ways to encourage them further to develop their own ideas, think creatively and solve problems on a large scale.

### Inspection activities

- The inspector observed, and spoke with, staff and children during activities indoors and in the garden, and assessed the quality of teaching and care.
- The inspector undertook a joint observation with the principal.
- The inspector sampled paperwork, including policies, children's records, the self-evaluation record and evidence of staff's suitability.
- The inspector held discussions with the principal, on areas of practice, including safeguarding, monitoring and the plans for improvement.
- The inspector spoke to several parents on the day and looked at parents' questionnaires, and took account of their views.

### Inspector

Rachel Edwards

## Inspection findings

### Effectiveness of the leadership and management is good

The management team encourages staff to develop and share their skills. They make good use of training and their own research to improve the provision. For example, they held a meeting for parents on supporting children with hearing impairment. Safeguarding is effective. Managers ensure all staff receive up to date information on child protection issues so they are clear about their responsibility to work with others, to help keep children safe from harm. Staff are confident about how to recognise, record and report concerns. Staff have established good links with other professionals to ensure children receive the support they need.

### Quality of teaching, learning and assessment is good

Staff have consistently high expectations of what each child can achieve and ensure that all children, including the most able are challenged and excited to learn. Children have good opportunities to explore and find out things for themselves. They learn about the world around them, for example as staff encourage them to observe flowers closely. Children split the stems and compare them to a straw. They test their theory by putting flowers in coloured water to see if they will change colour over time. They are confident to express their ideas. Staff provide well designed resources to help children gain a firm understanding of early mathematical ideas, exploring number, volume and length. They use tactile letter shapes and learn the sounds some make. Some older children begin to build simple words. Children enjoy many activities to strengthen their hands and make marks using different tools, in preparation for writing.

### Personal development, behaviour and welfare are good

Staff are very good role models as they help children form strong relationships. Children are friendly and cooperative. Staff encourage children to become highly independent. Children choose what to do, concentrate for long periods and become absorbed in their play. They are curious and keen to share their discoveries. Staff have interesting conversations with children and nurture their positive approach to learning. Children are very articulate with wide vocabularies. Staff use mealtimes, cooking and growing activities to help children understand the benefits of healthy eating. Children are active every day and the challenging equipment helps them recognise their capabilities and learn to manage risks safely.

### Outcomes for children are good

Children are confident and express their ideas clearly. They are keen, inquisitive learners. They learn to hold a pencil correctly and develop strong fingers in readiness for writing. Some older children begin to read simple words. Children count and sort well using big numbers. Children behave well and follow instructions.

## Setting details

|                                                  |                                                     |
|--------------------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>                   | EY394255                                            |
| <b>Local authority</b>                           | West Berkshire (Newbury)                            |
| <b>Inspection number</b>                         | 1085901                                             |
| <b>Type of provision</b>                         | Full-time provision                                 |
| <b>Day care type</b>                             | Childcare - Non-Domestic                            |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register |
| <b>Age range of children</b>                     | 2 - 5                                               |
| <b>Total number of places</b>                    | 20                                                  |
| <b>Number of children on roll</b>                | 19                                                  |
| <b>Name of registered person</b>                 | Rhian Rees                                          |
| <b>Registered person unique reference number</b> | RP513343                                            |
| <b>Date of previous inspection</b>               | 8 January 2015                                      |
| <b>Telephone number</b>                          | 01488657860                                         |

The Montessori School House registered in 2009. It is situated in Kintbury, Berkshire. The nursery is open on Monday to Thursday, from 9am until 3pm during school term times. There are five members of staff who work directly with the children. They all hold relevant early years qualifications to at least level 3, including one who has qualified teacher status. The setting receives funding to provide free early education for children aged two, three and four years.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

