

The Montessori School House

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

Inspection date

08/01/2015

Previous inspection date

19/01/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend

2

The contribution of the early years provision to the well-being of children

2

The effectiveness of the leadership and management of the early years provision

2

The quality and standards of the early years provision

This provision is good

- Relationships with parents are good. Parents say they are very happy with the service they receive for their children.
- Staff help new children settle in very effectively. Children make good relationships with staff, settle quickly and enjoy coming to nursery.
- Staff are nurturing and support children's individual needs well. Children are making good progress in their learning.

It is not yet outstanding because

- Staff do not always make a wider range of resources available in the outdoor environments to support children's all round development consistently.
- Staff do not maximise opportunities to encourage all parents' to share what their children are learning at home and contribute to their children's progress reviews.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector looked at the self-evaluation form.
- The inspector spoke with parents to gain their views.
- The inspector spoke with the nominated person and staff about their practice.
- The inspector carried out observations of children and practice.
- The inspector sampled policies and documentation.

Inspector

Sara Hope

Full report

Information about the setting

The Montessori School House registered in 2009. It is situated in Kintbury, Berkshire. Children have access to outdoor play areas and access to the premises is on street level. It is registered on the Early Years Register and the compulsory part of the Childcare Register. It employs five staff, they all hold relevant early years qualifications. The setting is open every week day during school term times from 9am until 3pm. Session times are 9am to 12.15pm and 12.15pm to 3pm with a lunch club from 12.15pm to 1.15pm. There is an option to stay for lunch after a morning session and/or all day. There are currently 23 children on roll. The setting is in receipt of funding for the provision of free early years education for children aged three and four years. The nursery has provision to support children with special educational needs and/or disabilities and supports those who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance children's access to a wider range of resources in all outdoor spaces to support their learning consistently
- increase the opportunities to encourage to share what their children are learning at home.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The staff plan and provide a good quality educational programme. Staff are continuously observing children and planning activities that will interest children and progress learning further. As a result, children are making good progress in their learning and development. Staff nurture children's learning by incorporating their interests into activities and daily routines. Staff label resources clearly with pictures and words helping children to choose equipment.

Staff choose topics that are interesting and inspiring. During the inspection, all the children were engaged in learning about cold weather and how other people live. For example, Inuit people whose homes are igloos, and where in the world they can be found. Staff work in cooperation with others offering children a good range of experiences, such as French lessons and opportunities to grow their own vegetables in the garden. As a result, children have good opportunities to learn more about the world around them.

Staff offer a good balance of adult and child initiated activities that support children's language and communication skills. Staff use good strategies to help children who are learning English as an additional language, as a result these children are making good progress in their understanding and spoken English. Children happily approach staff, showing them their creations and taking pride in what they achieve. Staff continuously promote children's confidence by rewarding their achievements with praise and recognition in the form of smiles, saying well-done and giving stickers. Staff interact well with children, constantly giving explanations and building on their existing knowledge and vocabulary. Children enjoy their time outdoors and use cars and scooters, which help develop their large muscles. However, children cannot always access the wider range of resources. This means that sometimes their learning experiences are limited.

Parents say staff involve them in their children's development at parents' evenings and during daily handovers. They also have opportunities to view their children's records and to comment. However, staff are not always successful engaging parents in their children's learning. This means that staff cannot always build on children's achievements at home. Staff welcome parental involvement in nursery life. Some parents are currently helping to develop an outdoor area so children can enjoy more opportunities to grow their own fruits and vegetables.

The contribution of the early years provision to the well-being of children

Staff offer an effective key person system and as a result children form good bonds with adults. Staff reassure parents and build trusting relationships. Consequently, parents feel their children are well cared for and progress well in their absence. Children make good friendships with other children and staff role model positive and caring relationships for children to learn from. Staff tailor the care they give to children to help them feel emotionally secure while they develop valuable skills, and become independent. For example, they encourage children to put on their own shoes, and to pour their own water during meal times. Children learn to take responsibility by helping staff set up for snack. Staff teach children to manage their personal care, they are learning to use the toilet, dress and wash independently.

Staff support children to feel safe and secure. Children are happy and explore the environment confidently. Staff use consistent strategies to manage behaviour. They are continually reminding children of dangers and praising good behaviour. Children use good manners confidently and are able to negotiate with each other following staff's suggestions.

Staff remind children of dangers and encourage them to think of the consequences and to make safe decisions. Children have good opportunity to move around freely indoors and outside, they eat healthily and discuss healthy choices with staff during meal times. Children learn about healthy a healthy lifestyle. The make healthy food choices and enjoy physical exercise indoors and outdoors.

Parents say their children have all settled well and although several children are very new they are all very happy to play and explore. Parents say that children do not want to leave

the nursery. Staff work closely with local schools to make sure the children's move to school is smooth.

The effectiveness of the leadership and management of the early years provision

The nominated person is aware of her responsibilities with regards to children's learning and development. She uses good processes to monitor the educational programmes and the progress children are making. Staff are supported to identify children's levels of development and as a result children are making good progress.

Staff complete training to make sure that children remain safe from harm. They understand the different types of abuse and knowhow to report any concerns. There is a designated person in charge of safeguarding. Staff are vigilant and know to record any injuries that a child may have when they arrive at the provision. The management team use a robust recruitment process. They ensure that references and suitability checks are completed before a new member of staff starts working with children. Staff receive ongoing training and have good opportunities to declare that they remain suitable to work with children. Staff have one-to-one meetings throughout the year which gives them opportunities to discuss their practice, look at areas for development and highlight any concerns.

The nominated person supports staff to evaluate their practice effectively. A self-evaluation form is used and parents are annually invited to complete questionnaires to share their views. The nominated person also encourages staff to contribute to evaluation during daily interactions and staff meetings. These effective practices drive improvements and contribute to children's good outcomes.

Staff work well with others, providing good support for children and their families. Good collaborations with local schools means that children receive tailored assistance when moving on to school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY394255
Local authority	West Berkshire (Newbury)
Inspection number	830569
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	15
Number of children on roll	23
Name of provider	Rhian Rees
Date of previous inspection	19/01/2010
Telephone number	01488657860

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.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

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

© Crown copyright 2012

