

# Hollyhocks Montessori Playschool

Inspection report for early years provision

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<b>Unique Reference Number</b>	109440
<b>Inspection date</b>	12 February 2008
<b>Inspector</b>	Chris Mackinnon

<b>Setting Address</b>	Upper Wellingham Farmhouse, Wellingham Lane, Ringmer, Nr Lewes, East Sussex, BN8 5SW
<b>Telephone number</b>	01273 813246
<b>E-mail</b>	
<b>Registered person</b>	Sally Trotman
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Hollyhocks Montessori Playschool opened in 1994 and operates within a farmhouse and garden in a rural location close to Ringmer, East Sussex. Children have access to several play rooms and an outside play area. A maximum of 16 children may attend the setting at any one time. The setting is open weekdays during term-time from 09:10 to 12:00, with afternoon sessions offered two days a week from 12:30 to 15:00. There are currently 32 children aged from two to five years on roll, with 14 receiving funding for nursery education. The setting supports children with disabilities

and children who speak English as an additional language. There is a staff team of five and all have either early years or teaching qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Staff support children well in their developing awareness of how to be tidy and clean. Consistent attention to hygiene and close adult guidance helps children gain a good understanding of cleanliness and the need for frequent hand-washing. Children are energetic and enjoy a good range of physical activities, with many well-organised group games and lively improvised role-play. Children use resources well and develop confidence during a wide range of challenging indoor and outdoor activities. Children are eager to try new experiences and are encouraged to test their own physical limits within a safe environment. Children take part in food preparation and learn about healthy eating. Drinking water is available for children throughout the play sessions, with fresh fruits provided at snack time. The high level of children's involvement and the wide range of activities provided, effectively supports children's continued good health and development.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children enjoy a safe and well organised care and learning environment. Close staff supervision and clear safety procedures ensures hazards for children are few. The secure building and outdoor play area provides plenty of space for children to play and explore resources safely. Staff are deployed effectively and children are guided to move safely within the setting's play areas. A well organised and extensive range of play and learning resources enables all children to be expressive and to enjoy their activities. The setting makes much good use of outdoor play, but the range of learning resources provided in the outdoor area is not fully developed. Throughout the setting, children choose resources easily and play confidently as they learn new skills and have fun.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children achieve easily and greatly enjoy being at the setting. Staff use their training and experience in a highly effective way to provide an excellent range of stimulating play and learning activities. A rich and successful range of good quality adult-child interactions effectively supports children's language and communication skills. Children are also successful in learning to count, write and enjoy books. Staff are highly effective in encouraging children to explore a wide range of materials, with many creative art-craft projects and much use of tools during making activities. Children are confidently encouraged to work together and younger children are successfully supported within the group. Staff pay close consideration to ensuring all children benefit from the play and learning activities. Children's natural inventiveness is well supported by staff and children enjoy creating their own role-play experiences. Plenty of opportunities are provided for children to develop physical confidence, through a wide range of games and activities, particularly in the outdoor area. Staff use questions effectively and are highly successful in helping children develop their own ideas and imagination. Staff are confident and dedicated teachers, with a warm and enthusiastic approach that easily encourages children's enjoying and achieving.

### **Nursery Education**

The quality of teaching and learning is outstanding. Staff have an accomplished knowledge of the Foundation Stage and are confident and highly well organised in their teaching and nursery education practice. A highly effectively and well planned learning curriculum provides children with a wide range of stimulating and challenging activities. A good balance of set learning activities and child-led play, ensures children's development is successfully promoted across all six learning areas. The clear development of language is a major feature of children's learning within the setting. The children's own ideas and imaginative thinking is also valued by staff who take a close interest in each child's learning progress. Children easily learn to write, count and be creative, while exploring a highly organised range of learning resources. Children are also successfully helped to understand the world around them and become physically confident. Staff are highly well organised in observing and recording children's responses to activities. A well established key-worker system is also in place, which is highly effective in assessing and supporting individual children's learning needs.

### **Helping children make a positive contribution**

The provision is good.

Children are made welcome and effectively encouraged to enjoy their play and learning. Staff provide confident behaviour guidance to children, encouraging them successfully to share, take turns and be helpful, which supports their social, moral, spiritual and cultural development. Staff ensure children develop a good understanding of the need to be friendly to others, and children are guided to be tidy and care for their play materials. Staff are effective in supporting all children in their use and access to play and learning resources, including children with disabilities. The setting provides a good range of resources and activities to support children's awareness of other cultures. Parents are provided with clear details of the setting's range of activities and staff key-workers link well with parents to support children's progress and development.

The partnership with parents is good. Parents have access to clear information on the setting's early learning programme and the setting works effectively with parents to support individual children's learning and achievement. Well organised written information is also provided for parents on children's progress through the learning stages. Parents have access to written notices and a regular newsletter, but more information could be provided for parents on the setting's planned learning themes and intentions. Parents are welcomed by staff and may spend time at the setting to support their children's progress and learning.

### **Organisation**

The organisation is good.

Children have fun and enjoy their play and learning, well supported by the successful organisation of the setting. The play areas are well organised and provide a broad and stimulating range of activities and learning opportunities for children. A rich and varied range of play and learning resources supports children successfully in having fun and learning new skills. Staff deployment is effective and well organised to support children's learning and development. Staff are well qualified and experienced and are closely supported by the person in charge. All necessary documentation and written records are kept up-to-date and well maintained, with a clearly written range of guidance policies in place to ensure the setting is safely and efficiently managed. The setting meets the needs of the range of children for whom they provide.

The leadership and management within the setting is good. The supervisor leads staff effectively in providing a full and successful programme of learning activities. Staff are confident and well organised teachers and demonstrate a thorough knowledge and understanding of children's development stages. The setting's planned learning programme is also well organised and effectively includes all six areas of learning. Staff work well as a team to provide children with many rich learning opportunities that successfully promotes achievement. Staff carry out detailed written observations of children's activities and the evaluation of individual children's learning is clear and well organised. Staff work closely and share information on individual children's progress. Regular staff meetings are also held to assess the effectiveness of the setting's learning programme.

### **Improvements since the last inspection**

Since the last inspection the setting has re-organised hand washing for children between activities, supporting improved outcomes for children in being healthy.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action 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.

## **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 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):

- widen the range of learning resources provided for children in the outdoor play area

#### **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):

- develop parents access to information on the children's learning themes

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](http://www.ofsted.gov.uk)