

# New Hickory Montessori

Inspection report for early years provision

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**Unique reference number**

EY310220

**Inspection date**

26/01/2009

**Inspector**

Felicity Gaff

**Setting address**

Comptons, 25 Denmans Lane, Lindfield, Haywards Heath,  
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**Telephone number**

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**Type of setting**

Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

New Hickory Montessori Nursery is part of the Tudor House chain of five nurseries. It operates from a wheelchair accessible, purpose-built building in Lindfield, West Sussex. There are three play areas and the nursery has sole use of a small, enclosed garden for outdoor play. The nursery is open each weekday from 09.00 to 15.00 throughout the year. A maximum of 28 children may attend at any one time. The nursery is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. There are currently 63 children on roll who are in the Early Years Foundation Stage (EYFS) age group, of whom 40 receive funding for early education. The setting supports children with learning difficulties and/or disabilities and also supports those who speak English as an additional language. The children are drawn from the surrounding urban and rural areas. There are eight members of staff. Of these, six hold appropriate early years qualifications and one other has just completed training. The setting receives support from the local authority.

## Overall effectiveness of the early years provision

Staff make good use of a recognised Quality Assurance scheme to enable them to assess the effectiveness of all aspects of their provision. Their conscientious forward planning ensures they comply fully with both the welfare and the learning and development requirements of the EYFS. Individual planning and evaluative assessments enable them to offer each child a challenging learning experience. Consequently, all children make excellent progress towards the early learning goals in relation to their starting points.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- maintain a record of evacuation drills in the fire log book, which includes details of any problems encountered and how they were resolved

## The leadership and management of the early years provision

Reflective practice is embedded in all aspects of the nursery's work. The registered person creates an ethos where staff are committed to continuously evaluating and developing the already high quality of care and education they offer. She has rigorous procedures in place to ensure staff are suitable. She encourages them to undertake professional qualifications and provides effective in-house training and support. For example, managers of all the nurseries in the group meet regularly to share good practice. As a result, children are cared for by skilful and knowledgeable practitioners who are committed to the children in their care. There

are detailed systems in place to assess what each child achieves and to plan for their future learning. These are fully understood and effectively used by all staff, which means children make excellent progress. Parents are fully involved as valued partners who routinely contribute to the plans for their child's future learning. The nursery is proactive in creating links with other settings that children attend, which enables them to provide consistent care. Children are cared for in secure premises that are well arranged to provide a stimulating environment. There are thorough procedures for assessing and minimising hazards on the premises and on outings. The registered person ensures all staff are fully aware of safeguarding procedures and know how to protect children from harm or abuse.

## **The quality and standards of the early years provision**

Children flourish in the warm, nurturing environment. The close relationships they form with key adults in the setting give them the confidence to explore independently. They are eager to participate in activities because these are planned to meet their learning needs and are adapted in response to children's interests and enthusiasms. Staff use the specialised Montessori equipment very well to support children's learning. Children learn to respect themselves and one another. For example, they discuss how people are similar and different as they play with small world figures representing cultural and ethnic diversity and disability. They take part in meaningful celebrations, such as those to mark their birthdays. Parents are invited to share the festivals they celebrate at home, such as Chinese New Year. Children are kind and helpful. They assist in everyday tasks such as tidying up and routinely return play materials to their proper places on the open shelves. They learn to manage risks in order to keep themselves and others safe; for instance, staff teach them how to lift and carry chairs safely. They handle tools such as cheese graters carefully as they use them for real purposes. Staff provide highly effective teaching to take children forward in their learning. They use open-ended questions to encourage children to think and to encourage them to experiment independently. For instance, when children noticed that stones were cold, staff encouraged them to put one on the radiator to find out what happened. Staff plan an interesting outdoor learning environment that children are able to use every day.

Children are well protected from illness or infection because staff maintain a clean environment and teach good personal hygiene routines. They begin to learn that their bodies need to be healthy as they discuss healthy food choices at snack time. Staff maintain all the written records required to support children's health. Regular fire drills ensure all staff and children are familiar with the emergency evacuation procedures, although staff do not record details of any problems encountered. There are very good arrangements to ensure the needs of children with learning difficulties and/or disabilities are fully understood and met. Children are very well supported when they first attend. Parents feel that shy or nervous children quickly feel at ease in the setting. They say that staff value their knowledge of their own children. For example, staff invite parents to stay to help their child settle for as long as they wish, and ensure they never feel in the way or over-protective.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.