

Milton Hall Montessori School

Inspection report for early years provision

Unique reference number EY313948
Inspection date 06/02/2009
Inspector Hazel Farrant

Setting address Englefield Green Social Hall, Englefield Green, Egham,
Surrey, TW20 0QT

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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

Milton Hall Montessori School has been operating for many years and was taken over by the current owner in 2005. It operates from two rooms in the Social Hall at Englefield Green, located in Victoria Street. There is easy access to the property and a secure outside area is available. Five staff work with the children, most of whom hold a relevant childcare qualification. The pre-school is registered on the Early Years Register and cares for a maximum of 26 children. There are currently 28 children on roll and the setting supports children with learning difficulties and disabilities. The pre-school opens five days a week during school term time. Sessions are from 09.00 to 12.00 and 12.00 to 15.30. The group also offers all day sessions from 09.00 until 15.30. The group follows the Montessori principles and receives support from the Local Authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are very happy and settled, which allows them to develop positive attitudes towards learning and make good progress in their development. The staff team clearly recognise and fully respect that each child is unique and as a result, children's learning is personal and tailored towards their individual needs. Procedures for self-evaluation are developing well and staff are committed to frequently reviewing their practice to ensure continuous improvement is made. Most welfare requirements are met.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- provide more opportunities for children's free-flow play from indoors to the outside area
- further promote inclusion of all children by providing labelling in the appropriate home language of children attending the setting.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure the risk assessment is regularly updated and includes when and by whom it has been completed (Suitable premises, environment and equipment)

06/03/2009

The leadership and management of the early years provision

The nursery is successfully organised on a day-to-day basis by an experienced and enthusiastic manager. The staff team work consistently well together, with sessions running effectively. Staff are clear about their roles within the nursery and they receive good support to attend regular updates on training courses to refresh

their skills. Staff regularly attend meetings to discuss the needs of each child and to plan improvements to the nursery by using the self-evaluation form. The group also intends to use questionnaires so that they monitor and ensure that parents are happy with the service provided. In addition to this, the nursery will be taking part in an accreditation scheme as part of their continuous improvement schedule. The staff are vigilant in safeguarding children and ensure adults working in the nursery undertake suitable checks. Most staff are aware of their responsibilities with regard to child protection, and all new staff are required to attend training. Staff have a good awareness of providing a safe environment for children. Most documentation supports children's learning and development effectively. It is neatly organised and the policies are shared with parents. Risk assessments are carried out but they fail to record the required information, such as the accurate date the assessment took place and who completed it. Observations and assessments effectively record children's progress and are shared with parents through formal and informal meetings. Information for parents is of a good quality and regular newsletters and daily conversations ensure a good two-way flow of useful details. Parents are invited to 'communication' workshops and art exhibitions to promote strong home and pre-school links. Parents speak of their high levels of satisfaction with the quality of care their children receive. Children benefit from the links that are made with reception teachers from the local schools, thus promoting a smooth transition into full-time education.

The quality and standards of the early years provision

Children develop warm and positive relationships with their peers and with the staff. They are caring towards one another and thoughtfully pour out drinks for each another. All children confidently approach staff for comfort and support, and there is a very happy atmosphere evident within the pre-school. Children's achievements are praised and their artwork is displayed attractively around the room. As a result, children feel secure, highly valued and develop a strong sense of belonging. Children have good opportunities to develop independence as they choose their own activities and freely explore the range of Montessori resources. Children actively engage in investigation and prediction skills as they use a wide range of resources. For example, children enthusiastically play with tactile resources such as 'goop' and describe it as warm and 'jelly-like'. They watch in amazement when another powder is added to the 'goop' to turn it back into a liquid substance. Children's knowledge is gently extended by staff when taking part in cookery and art activities. They learn about other cultures through planned activities such as celebrating the Chinese New Year, where they dress up in Chinese clothes and make decorations to develop their understanding.

Daily discussions help children to understand how to protect themselves from infection and to enjoy physical activity. Children have use of an enclosed outside area, where they experience growing bulbs and seeds in a variety of vessels. However, there are limited opportunities currently to allow children free-flow from indoors to the outside area to fully promote their learning environment. Montessori resources are used continually to help encourage children's fine motor skills, such as pouring, transferring, threading, buttoning and zipping. There is good provision to support children's literacy and numeracy development, and support for children

who speak English as an additional language is effective. However, resources and posters are not displayed in the home languages used by the children within the setting. Mathematical resources, such as cylinders, number rods and number puzzles help children's awareness of number, calculation and counting.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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

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.