

# Hollybush Montessori School

Inspection report for early years provision

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<b>Unique reference number</b>	EY280814
<b>Inspection date</b>	14/01/2009
<b>Inspector</b>	Joanne Lindsey Caswell
<b>Setting address</b>	Sevenoaks Community Centre, Otford Road, Sevenoaks, Kent, TN14 5DN
<b>Telephone number</b>	Mobile 07984 133318
<b>Email</b>	
<b>Type of setting</b>	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

Hollybush Montessori School has been registered in its current premises since 2004. It is a privately owned school, which operates from one room within a community centre in Sevenoaks, Kent. It serves families from the local community. The school is open each weekday from 09.30 to 12.30 during term time only. On the third Thursday of each month, the opening hours are 09.00 to 12.00. All children share access to a secure enclosed outdoor play area. The school is registered on the Early Years Register to care for a maximum of 16 children aged from two to under five years.

There are currently 24 children aged from two to under five years on roll. Of these, nine children receive funding for nursery education. The school supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

A team of four staff work with the children. Of these, three hold recognised early years qualifications.

## Overall effectiveness of the early years provision

Children are exceptionally happy and settled, which allows them to flourish and develop excellent attitudes towards learning and make rapid progress in their development. The highly dedicated and totally committed staff team clearly recognise and fully respect the individual qualities and uniqueness of each and every child. As a result, children's learning is personal and tailored towards their individual needs. Excellent provision is in place to support children's health, safety and welfare and stringent measures are taken to protect all children. Partnerships are strong and robust between staff and children's parents/carers and any other providers and external agencies having contact with individual children. Procedures for self-evaluation are excellent and all staff are totally committed to frequently reviewing their practice to ensure continuous improvement.

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

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

- ensuring written information provided for parents/carers includes updated legislation and clear reference to the Early Years Foundation Stage framework

## The leadership and management of the early years provision

The school is exceptionally well managed and all staff have an excellent understanding of their individual roles and responsibilities. Strong commitment is

shown towards making improvements and the school has made significant improvement since the last inspection. Methods for self-evaluation are excellent and cover all areas of practice. Feedback from parents/carers is highly valued and information gathered from the parents' questionnaire is acknowledged and acted upon. The dedicated professional staff team frequently update their knowledge through the completion of relevant training and all staff work extremely well together in order to provide the highest standards for children.

Excellent staff deployment ensures all children receive high levels of individual care and attention. As a result, the commitment shown by all staff to meet children's personal needs is exceptional. For example, when new children are starting at the school, staff take time to introduce them to the other children and to gently guide them round the classroom and explain the daily routine. Careful consideration, such as bringing guinea pigs into the school on the days when some children may find settling difficult, highlight the staff's meticulous attention and dedication towards helping all children feel comfortable and secure.

Staff utilise every opportunity to work closely with parents/carers and involve them in their children's learning and development. The effective use of a contact book ensures good two-way communication and helps parents/carers to share their own knowledge of their child's current interests and skills.

Comprehensive written records are maintained, which fully support the welfare and learning and development of children. Most records are clear and concise, although some written policies made available to parents/carers have not been updated to include clear reference to the Early Years Foundation Stage framework.

Children's safety is given the highest priority. Staff are extremely knowledgeable regarding health and safety legislation and comprehensive risk assessments are completed. An effective induction programme is in place, which ensures all new staff and visiting students quickly become familiar with the school's policies and procedures.

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

Children develop exceptionally warm and positive relationships with their peers and with the staff. All children confidently approach staff for cuddles, comfort and support and there is an extremely happy atmosphere evident. Every opportunity is provided to address each child's individual needs and, as a result, children feel exceptionally secure, highly valued and develop a very strong sense of belonging.

Children develop excellent levels in independence as they choose their own activities and freely explore the exceptional range of Montessori resources. Children show interest and curiosity for what is happening within their environment and this with their inquisitiveness is highly respected and gently extended by staff.

Children benefit from excellent provision to support their healthy development. Topic work and daily discussions help children to understand how to protect themselves from infection and to enjoy physical activity. Montessori resources are

used continually to help encourage children's fine motor skills, such as pouring, transferring and threading.

There is excellent provision to support children's literacy and numeracy development. Children converse freely with one another and support for children who speak English as an additional language is exceptional. The provider speaks both English and French and many resources and posters are displayed in dual language. Sandpaper letters and weekly exploration of different letters and sounds encourages children's understanding of the alphabet and there is good provision in place to promote children's early writing development.

A wealth of mathematical resources, such as Montessori knobbed cylinders, number rods and number puzzles help children's awareness of number, calculation and counting. In addition, children complete many activities that allow them to weigh, measure, compare, sort and make patterns. This ensures children's future learning and promotes their economic well-being. Throughout the school, learning is made fun and children clearly enjoy their time at the setting, helping them to become independent, active learners.

## 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?	1

### 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>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
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.