

# The Montessori Children's House

Inspection report for early years provision

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<b>Unique reference number</b>	EY248359
<b>Inspection date</b>	07/07/2009
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<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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

The Montessori Children's House opened in 2003 and is privately owned. They are registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 30 pre-school children aged from two years. The setting operates from a large hall which has its own kitchen and toilets with nappy changing facilities. There is an enclosed outdoor play area.

The nursery is open Monday to Friday during term time from 08:45 until 15:15. Children may attend on a sessional or full-time basis. There are currently 45 children on roll, of these all are on the Early Years Register. The nursery welcomes children with special educational needs and supports many bilingual children. Five staff members, including the owner-manager and deputy work with the children, all of whom are qualified to at least Level 3 in early years childcare. Most staff have a Montessori diploma, one has a MA degree in early childhood and one has a BA degree in early childhood education and is also working towards the Early Years Professional Status (EYPS). Dance and French sessions are provided each week by external tutors. The setting is committed to Montessori teaching methods and principles.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children enter the setting with ease. They quickly settle into their play and enjoy a good range of Montessori activities and non Montessori activities, which are accessible to all those present. Staff have a good understanding of how to adapt activities to include and support all children, particularly those children with additional needs. Links have been established between staff and other interested adults to ensure that each is aware of children's achievements to enable them to effectively plan for them.

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

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

- develop knowledge of government procedures as detailed in "what to do if you're worried a child is being abused" document and of local numbers
- ensure details regarding the administration of medication is recorded effectively
- ensure registers contain correct times of arrival and departure when they arrive or depart later than the operational hours
- continue to complete observation and ensure next steps for all areas of learning effectively inform planning, which are clearly shared with parents

## **The leadership and management of the early years provision**

The management of the nursery safeguards children effectively by implementing an appropriate vetting procedure. This ensures all adults working with children have the necessary skills, qualities and qualifications and have completed relevant suitability checks. Effective security systems are in place to ensure that children are further safeguarded. All visitors to the setting must ring a bell to be admitted and suitable arrangements are made to identify adults who are to collect children on the parent's behalf. Staff have a suitable understanding about their roles and responsibilities in relation to reporting child protection concerns and understand the procedures to follow, which follows local guidance. Although they are less secure of their knowledge of procedures as detailed in "What to do if you're concerned a child is being abused". Staff participate in an effective supervision system, which clearly identifies professional development opportunities and children therefore benefit from staff's knowledge. For example, a number of staff recently attained first aid qualifications.

All of the required records are in place to promote children's safety and welfare, including an effective risk assessment. Children are learning to keep themselves safe, for example, staff remind them how to hold a chair when carrying it. They practise the fire evacuation procedure to develop their understanding of what to do in the event that they have to evacuate the premises. However, some medication records are not completed appropriately and do not include times of administration. There is an appropriate registration system in place, however, it does not reflect accurate details of those children who arrive and depart after times detailed on the register. Staff complete regular observations and assessments of children and plan for the next steps in children's individual learning. These more often than not are used to inform planning. Parents provide initial basic information about their children's interests and favourite colours. However, more in-depth detail about their learning and starting points are not clearly obtained. Parents are invited to reviews to discuss their child's progress, and are asked to contribute to assessments. They can also access their individual folders and work books, although they do not fully contribute to these covering learning at home.

The manager, along with the staff, complete effective self-evaluation to identify the settings strengths and weaknesses. Parents also contributed their ideas and suggestions through the use of questionnaires. The setting's commitment to making improvements is demonstrated by the majority of the recommendations that were set during the last inspection being addressed. Partnerships with parents are good and they benefit from receiving written information about the setting in the form of information letter's, reviews, booklets, newsletters and transitional reports when children leave the setting. There are open communications between staff and parents through verbal discussion, and staff encourage parents to be involved in their children's learning.

## The quality and standards of the early years provision

High regard is given to children's independence; they select their own toys and resources, as a result, the children are very confident and autonomous in the setting. They manage their own personal needs with minimum support from adults. Staff create a safe and nurturing environment where children's welfare is promoted. They have ample space to move around and play under constant supervision. However, hand washing procedures before snack is, potentially compromising to children's health. Children are developing a secure understanding of the benefits of a healthy diet as they enjoy fresh fruit at snack time. They sit together to share snacks of fresh fruit, They develop independence as they access snack table when they want fruit and cut it up and serve themselves. Parents are responsible for providing packed-lunches if their children attend for a full day. Children benefit from frequent opportunities to access the secure garden where they develop good physical skills as they play with the bicycles and climbing apparatus provided.

Space and resources are organised effectively, providing various areas for children to participate in activities relating to care of self and the environment, communication and literacy, creative activities and role-play. Throughout the setting resources are stored to allow complete independent access by children, enabling them to make decisions about what they would like to play with. Staff plan and provide a wide range of adult lead learning experiences based on children's interests. This ensures children remain motivated and interested to learn. Effective teaching methods, including questioning, enable staff to assess children's understanding and provide challenges to extend their thinking. Children play well together developing good communication skills as they use familiar resources such as practical life. Older and more able children are able to recognise their own names, for example, they find their name to hang their coat on their. Some use phonics with ease to spell and write three letters words. They enjoy mark making by painting and drawing their own pictures. They listen to stories attentively and some access this area independently. Ongoing assessment enables staff to generally plan next steps in individual children's learning and ensure they make good progress towards the early learning goals.

Children are developing good self-esteem and are increasingly confident. Staff are attentive and listen carefully to children, demonstrating that their ideas are valued. Staff are consistently polite and respectful, acting as positive role models. Consequently, children know what is expected of them and their behaviour is good. Staff are committed to inclusive practice and work together to ensure all activities are accessible by all children. For example, staff create continent boxes which includes items from Africa, Asia and Europe. Children have meaningful opportunities to learn about a range of cultures and beliefs, and have access to toys and resources that are representative of diversity. Parents' are also proactive in sharing their knowledge of their culture or others culture by coming to talk to the children.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<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?	2
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

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met