

The Children's House Montessori Nursery

Inspection report for early years provision

Unique reference number	EY391898
Inspection date	25/11/2009
Inspector	Helen Penticost
Setting address	57 Railway Approach, EAST GRINSTEAD, West Sussex, RH19 1BT
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Type of setting	Childcare on non-domestic premises

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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*.

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Description of the setting

The Children's House is run by Greenfields Educational Trust. It has been open since 1992 as a private nursery and transferred to the current ownership in 2005 and moved to the present premises in 2009. It operates from a converted building consisting of a large playroom, baby room and sleep room, in East Grinstead, West Sussex. The nursery is registered on the Early Years Register. A maximum of 30 children may attend the nursery at any one time and there is currently 23 children on roll. Of these six children receive funding for early education. The nursery is open each weekday from 08.00 to 18.00 all year. The nursery follows the Montessori educational approach. The nursery employs four staff, three of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in the setting as they play and learn in an inclusive, child-centred environment. Their welfare is promoted well to ensure they are safe and secure in their surroundings. All of the children are enthusiastic learners, who are confident and enjoy an interesting range of activities. This supports their overall learning and development towards the early learning goals of the Early Years Foundation Stage (EYFS), and in line with Montessori teaching principles. The setting's self-evaluation systems identify strengths and weaknesses and the management team makes good use of this to highlight areas in need of development and improvement.

What steps need to be taken to improve provision further?

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

- further develop the outdoor play space
- develop the organisation of the daily routines to ensure that good hygiene and social skills are enhanced
- ensure that the accident records include the child's full name and that it maintains confidentiality

The effectiveness of leadership and management of the early years provision

An effective child protection policy, which includes the procedures to follow if concerned that a child may be at risk of harm, is in place. Children are protected from any person who has not been vetted and documentary evidence of their Criminal Records Bureau vetting is always available. Robust recruitment and vetting procedures ensure that all adults are suitable to work with children. Children are kept safe within the setting as the premises are fully secure and visitors are monitored and recorded. All required documentation and policies and

procedures are available and ensure that the nursery runs smoothly. However, the accident records do not contain children's full names and do not ensure confidentiality.

The clear vision that the management team have ensures changes occur that improve outcomes for children. They undertake regular evaluation of the setting which highlights its strengths and weaknesses. This enables them to identify any priorities for improvement that will bring about sustained change, for the benefit of the children. For example, the setting are fully aware of the need to develop the outdoor play space and written plans detail to progress and changes that they wish to make. The staff are experienced Montessori practitioners who work very well together, meaning that the children are well cared for.

Staff create a child-friendly environment, where they maximise the use of space to provide a learning environment and where children are able to freely access the wide range of equipment and resources. Children are cared for in an inclusive environment where they are valued as individuals. The staffing team place a strong emphasis on listening to and acknowledging children's contributions during their time at the setting. The nursery is committed to working closely with parents and others and they have developed effective systems for ensuring a smooth induction for children. Parents receive regular information regarding their child's development and learning through events such as parents consultations.

The quality and standards of the early years provision and outcomes for children

Children make good progress in their learning as staff members have a good knowledge of the children as individuals. Effective observation, assessment and planning ensure that children's individual needs and interests are catered for. The staff have effectively combined the Montessori methods and the Early Years Foundation Stage and they have a sound understanding of how children learn and develop. Children receive individual attention as soon as they arrive each day. They take part in a short circle time, where they greet each other and share news. Staff encourage children to independently access resources from the Montessori materials which are easily accessible to them.

Children enjoy music and movement sessions and they show enthusiasm as they join in a music session to practise their Christmas songs. They have great confidence to sing independently and they are praised and congratulated by the staff and children as they clap and cheer. Children develop a good sense of spatial awareness through the use of a variety of problem-solving equipment. They show a love of books as they share books with each other and with adults. Their dispositions indicate they feel secure in their environment, confidently calling a member of staff when they need them. Children are able to build and maintain extremely positive relationships with each other and the adults in the nursery; this helps foster their self-esteem and feelings of belonging. Children delight in exploring the properties of play dough, as they help to make the dough then squeeze it into shapes, showing how contented they are as they play.

Children are able to listen to instruction and guidance very well, learning important messages about their own health and safety. For example, they learn about carrying equipment safely to ensure the safety of others. However, routines for hand washing to reduce risks of cross-infection and good table manners are not consistently applied. Therefore, children's meal times are disturbed. Staff are first aid trained and ensure accidents and medications systems promote the children's welfare, in line with their parents' wishes. Children attend from many different cultures and ethnicities and equality and diversity is promoted well. They learn about the wider world and their immediate community through good quality resources.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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