



# Hollybush Montessori School

Inspection report for early years provision

<b>Unique Reference Number</b>	EY280814
<b>Inspection date</b>	03 October 2005
<b>Inspector</b>	Melissa Tickner
<b>Setting Address</b>	Sevenoaks Community Centre, Otford Road, Sevenoaks, Kent, TN14 5DN
<b>Telephone number</b>	Nursery mobile: 07984 133318
<b>E-mail</b>	
<b>Registered person</b>	Delphine Natalie Otto-Bruch
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

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

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

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

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## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Hollybush Montessori Nursery School opened in 2004 and operates from one room within a community centre in Sevenoaks. It serves families from the local community. A maximum of 16 children may attend the nursery at any one time. The nursery is open each weekday from 09:15 to 12:15pm during term time only. All children share access to a secure enclosed outdoor play area.

There are currently 24 children aged from 2 to under 5 years on roll. Of these, 13

children receive funding for nursery education. The nursery supports children with special educational needs, and children who speak English as an additional language.

The nursery employs four staff, three of the staff, including the manager hold appropriate early years qualifications. The teaching follows the Montessori method and provides opportunities for children to use French and English. The setting receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children are beginning to learn about keeping themselves healthy. They enjoy a range of healthy snacks mid-morning, as they all bring in fresh fruit on a daily basis. They drink apple juice or water at snack time, however they do not have independent access to fresh drinking water throughout the session, without asking. This means they could remain thirsty at times. Children do not always wash their hands before snack time, which means they are not learning about avoiding the spread of infection. Staff are aware of catering for children with dietary requirements and the system of recording dietary needs is clear and ensures staff understand individual requirements.

Staff maintain a clean and hygienic environment through positive practices such as use of anti-bacterial sprays, paper towels and liquid soap. Two of the five staff are qualified in first aid, and are present most days. These aspects help maintain children's health and safety. Staff have clear systems for dealing with and recording accidents and illness.

Children have regular supervised access to the outdoor play area, which allows them opportunities for physical play and fresh air. On occasions they also enjoy physical activities inside such as music sessions. As a result, children are developing an understanding that physical exercise helps contribute to being healthy.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a safe and welcoming environment which provides plenty of space for most areas of play. They are offered a wide range of good quality age-appropriate toys, which are accessible at their level to encourage children to make choices themselves. A wide range of activities are available to children but they lack in being able to play imaginatively or use resources to develop their understanding in technology.

Staff employ some positive practices to help keep children safe such as use of an alarmed door, promoting safety in practice with children and managing any accidents appropriately to safeguard children. This helps ensure they are kept safe whilst at

pre-school. Staff have a satisfactory awareness of child protection issues which would help keep children appropriately safeguarded.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are settled, confident and happy at the nursery, and staff support their play well. There is an appropriate range of toys and resources, which are of good quality. Generally, children are well cared for and settled in the group, and they appear to have good relationships with the staff. This helps them to make progress within what they are offered. Children are encouraged to feel proud of their work and to have ownership of their activities whilst they are completing them. For example once a child has finished building a tower, a staff member asks that child if it is ok to now use the bricks. This helps children to feel valued, settled and secure at the nursery.

Nursery education.

The quality of teaching and learning is satisfactory. Staff have a simple planning system in place and a basic knowledge of the foundation stage. They offer children meaningful activities which are interesting and varied. However, staff lack a full working knowledge and understanding of the foundation stage, and do not always successfully help the children make progress towards this. Staff are able to offer children clear explanations and demonstrations, they recognise children's individual abilities, and are able to help offer them greater challenges at times.

Generally, staff are attempting to offer children learning opportunities which cover all areas of learning. For example, children are extremely confident in choosing their own activities and approaching staff for help. They are proud of their own achievements and display a sense of pride in their work. Children are beginning to develop mathematical concepts, for example two three year olds competently count the number of conkers in a basket and are familiar with mathematical language such as 'more', 'less' and 'largest'. Children have some good opportunities for exploration, as many of their resources use natural materials. For example a three year old explores the shells in couscous, and children enjoy pouring liquid from one container to the other. They are developing a sense of their world around them through a variety of resources and regularly speak and are spoken to in French. All children know how to say 'au revoir' at the end of the day.

Children have some opportunities to enjoy creative play, such as painting and other arts and crafts activities, and have access to a good range of resources for this. However opportunities to play imaginatively, for example role playing adults, are limited. Children are developing a good awareness of letters - for example a child recognises that the letter of the week (d) is the same as the first letter of the Manager's name. They enjoy joining in with nursery rhymes, in both French and English, and are confident in using the book corner regularly and independently.

As a result of these aspects, children are making generally good progress at the setting and enjoy and achieve in the activities in which they take part.

## **Helping children make a positive contribution**

The provision is satisfactory.

Children's individual needs are well met. Staff care for children appropriately and are sensitive to their individual needs. This helps children to feel settled, secure and valued. Children are developing good levels of confidence and independence at the setting. As a result their spiritual, moral, social and cultural development is fostered. Children have developed good relationships with their peers and staff. There are appropriate systems in place to support children with special needs. As a result all children are cared for appropriately and well integrated in the setting.

Children's behaviour is good. They are generally valued and encouraged as individuals to contribute in group situations and are praised when they do something well. They are well behaved most of the time, and most staff praise children and manage any behavioural issues appropriately. However there is some inconsistency in how staff manage behaviour, which may be conflicting for children when trying to understand the behaviour rules of the setting.

Partnership with parents is satisfactory. Staff work with parents closely regarding their children's care and education. This includes daily discussions with parents, newsletters, and open evenings. There is minimal information available for parents regarding the foundation stage, which may mean parents are not fully clear about their children's education. Systems to find out what children know and can do when they first attend are fairly minimal, which means staff may not have a full range of information about children's abilities and preferences before they start at nursery. Generally, systems to work with parents are effective and parents feel well informed about their children whilst at the pre-school.

## **Organisation**

The organisation is satisfactory.

Organisation is satisfactory. A reasonable set of documentation is in place, which is stored appropriately. However some policies and procedures are not in place, along with some other required documentation, such as up to date risk assessments. Staff maintain good ratios, and supervise and support children well. Most staff are qualified and all have relevant CRB checks completed. This helps ensure children are safe, well supported and cared for. Leadership and management is satisfactory. Staff work reasonably well as a team and organise the session well, in order to offer children some good opportunities. There are informal systems in place for assessing strengths and weaknesses, such as discussion at staff meetings and with staff individually. However there are no actual systems in place which is limiting the nursery in making progress in areas that require development. The setting meets the needs of the range of children for whom it provides care.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

There are no complaints to report.

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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

## **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure children can access fresh drinking water independently at all times, and are encouraged to wash their hands before snack times
- develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development
- ensure all paperwork and policies are in place, up to date and in line with the national standards

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure children have access to a good range of resources to allow them to play imaginatively and develop their understanding of technology
- develop planning, observation and assessment and staff knowledge and understanding of the foundation stage to make improvements and progress
- ensure parents have a good range of information about the foundation stage of education and systems to find out what children know and can do before they start are developed
- develop and implement systems to effectively identify the setting and the staff's strengths and weaknesses to ensure positive changes.

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