



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 148660

DfES Number: 510687

### INSPECTION DETAILS

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| Inspection Date | 02/04/2003      |
| Inspector Name  | Margaret Moffat |

### SETTING DETAILS

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| Day Care Type   | Sessional Day Care   |
| Setting Name    | HARE HATCH MONTESSORI  |
| Setting Address | Hare Hatch Village Hall<br>Tag Lane, Hare Hatch<br>Wargrave<br>Berkshire<br>RG10 9ST |

### REGISTERED PROVIDER DETAILS

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| Name | Mrs Patricia Cuss |
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## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Hare Hatch Montessori Nursery School is a private nursery school which has membership of the Pre -School Learning Alliance and promotes the Montessori method of teaching. The nursery school opened in 1995 and uses Hare Hatch village hall. Pupils are mainly from Hare Hatch and surrounding villages although there are children who travel from Maidenhead and Reading.

Hare Hatch Montessori Nursery School accepts children between the ages of two and a half and five years old. Registration is for 26 children under five, of these not more than eight may be under three years old. There are currently 36 children on roll. This includes 11 funded three year olds and 13 funded four year olds. Children attend for a variety of sessions.

At the time of inspection there were no children with special educational needs or for whom English was an additional language.

The nursery school provides sessional care Monday to Friday between 09:00 and 12:00 term time only. There is a lunch club which operates between 12:00 and 13:00 in response to the need. The nursery school also offers afternoon sessions when the need arises.

Six staff work across the age groups , five of whom hold appropriate qualifications in childcare. A further two members of staff are used on a supply basis also hold appropriate childcare qualifications.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The overall provision for learning is generally good. Children make generally good progress towards the early learning goals in three out of the six areas of learning. The provision for personal, social and emotional development, physical development and creative development are very good.

Teaching is generally good with some very good aspects. Staff's sound knowledge of the early learning goals enables them to provide an interesting and appropriate range of practical activities which are linked to the Montessori Ethos. There is a good assessment system in place which is used to check and record children's progress towards the early learning goals.

Children are confident, happy and secure and eager to participate in activities. They behave well in response to the high expectations and sensitive support of staff. There are good systems in place to support children with special needs and those who have English as an additional language. Most staff are effective in their use of questioning to encourage children's thinking. However on occasions opportunities are missed.

Leadership and management are very good. A staff team is in place who provide a well planned stimulating environment where children learn through a wide range of activities. Staff are aware of their roles and responsibilities and each have an area of the curriculum which they are responsible for.

Partnership with parents and carers is generally good and contributes to the children's learning. Staff have good relationships with the parents and carers.

Parents are informed about the activities and routines via newsletters, notice board and prospectus. Systems are in place to inform parents of child's progress although some parents are not aware of how to access this.

### What is being done well?

- Children's personal, social and emotional development is very good. The children are confident, interested and able to work independently. They are well behaved and share toys and resources readily, taking turns. Children show high levels of concentration when working independently.
- Staff create a well planned stimulating environment where children learn through a wide range of activities.
- Staff form good relationships with the children, the parents and carers.
- Leadership and management is very good. Through effective team work and on going staff training, there is commitment to improvement and quality of

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| care and education |
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| <b>What needs to be improved?</b> |
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| <ul style="list-style-type: none"><li>● more opportunities for more able children to explore subtraction and addition.</li><li>● increase opportunities for parents to be informed of their children's progress.</li><li>● opportunities for more able children to extend their learning through questioning by staff.</li></ul> |
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| <b>What has improved since the last inspection?</b> |
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| Large apparatus has been purchased is now in place to promote physical development. |
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| Through story sacs and puppet theatre now being available children have the opportunity to develop their imaginative story telling. |
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## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's personal, social and emotional development is very good. Relationships are good and children show consideration and support for others. The children are confident, interested and show high levels of concentration when working independently. They are well behaved and share toys and resources readily taking turns.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's communication, language and literacy development is generally good. Children communicate and listen well to each other and adults. Activities were provided which encourage language and literacy skills. Children are learning that print carries meaning and is read from left to right. However some opportunities with the older children are missed for same letter sounds. Children learn to recognise letters and are confident in using writing in everyday activities.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's mathematical development is generally good. Children explore the use of numbers in a variety of everyday activities and show that they understand shape and size through practical activities. However some opportunities are missed to extend practical problem solving through subtraction and addition. Most children are able to count confidently to ten and beyond and can recognise numeral between one and nine.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children's progress in knowledge and understanding of the world is generally good. Children talk about events in their personal lives and are becoming aware of other cultures and traditions. They are developing an increasing knowledge and ability from a wide range of practical activities and resources. Staff provide simple science experiments for children to question how things work and why things happen. Children have opportunities to use technology.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress in physical development is very good. Children have the opportunity to use a range of tools and activities to enhance their physical development. They show a very good awareness of space, of themselves and others particularly during outdoor play. They are developing very good co-ordination, balancing and climbing skills through effective use of the apparatus. The children are very confident and capable when dressing themselves.

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| <b>CREATIVE DEVELOPMENT</b>  |           |
| Judgement:   | Very Good |
| Children's progress in creative development is very good. Children have the opportunity to explore a range of media and materials in two and three dimensions. Children explore colour developing a very good understanding of shading. They are confident in naming a wide range of colours. Staff provide opportunities for children to participate in imaginative story telling through story sacs and puppet theatre. Children enjoy and participate enthusiastically in group singing time. |           |
| <b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>  |           |

### OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

### WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Develop strategies for extending children's learning experiences through appropriate questioning.
- Develop ways to provide parents with further information on child's progress.
- Increase the challenge for more able children to explore simple subtraction and addition in everyday activities.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*