



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 110004

DfES Number: 514987

### INSPECTION DETAILS

Inspection Date	29/09/2003
Inspector Name	Louise, Caroline Bonney

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	The Montessori Childrens House
Setting Address	Main Road Kingsley Bordon Hampshire GU35 9ND

### REGISTERED PROVIDER DETAILS

Name	Miss Suzanne Jane Webb
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## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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

The Montessori Childrens House has been under the current ownership since 1999. It operates from within the Kingsley Centre in the centre of the village. Accommodation includes the main hall, an additional room for occasional use, and an outside play area. The Nursery serves surrounding towns and villages.

There are currently 25 children on roll, from 2 yrs 6 months to 5 years. This currently includes 13 funded three-years-olds and no funded four-year-olds. Children attend for a variety of sessions. No children have special needs or English as an additional language.

The group opens four days a week during school term times. Sessions are Monday, 08:45 to 14:45; Tuesday, 08:45 to 12:00; Thursday, 08:45 to 14:45; Friday, 08:45 to 12:00.

Seven part-time staff work with the children. Six have Montessori qualifications, and one is receiving in-house training in Montessori methods. The setting receives support from the Early Years Development and Childcare Partnership. Children are organised and educated according to the principles of the Montessori teaching method.

### How good is the Day Care?

Montessori Childrens House provide satisfactory care for children.

The group is well organised, and has a good range of Montessori equipment easily accessed by the children. Accommodation is warm and welcoming, and divided into activity areas. An additional room is used within the centre for small-group work, and there is an outdoor area accessed from the main room. The majority of the policies and documentation required for the safe and efficient running of the group are in place, but some need developing.

Staff give all children a warm and friendly welcome into the group, and immediately

help them relax and engage with them while they change into their slippers. The staff prioritise children's safety indoors and outdoors, and good systems are in place to monitor access to the premises. There is a high standard of hygiene, and children show good awareness of how to prevent germs spreading. Children enjoy nutritious snack times with fresh fruit, and free access to drinks during the session.

The staff plan and provide an interesting range of activities for the children, based wholly on the Montessori programme. Children receive clear instructions and demonstrations on how to access and use the equipment, which helps develop their confidence and independence. Each week an external French teacher visits, and the children take a nature walk on the Common. There are, however, limited opportunities for creative or imaginative play. Children respond very well to the staffs high expectation of behaviour.

The group enjoys the support and confidence of parents. Informal feedback on children's progress takes place daily, and a more formal annual meeting is held when examples of their work and developmental records are shared. Parental consents for seeking emergency medical advice and treatment are not in place, and not all records, policies and procedures are sufficiently shared.

#### **What has improved since the last inspection?**

This section is not applicable as the last visit was a transitional inspection.

#### **What is being done well?**

- Staff are well organised and work efficiently as a team, which enables them to focus on working closely with the children during the session. Staff hold weekly meetings to ensure that planning meets the children's developing needs, to discuss practice, and to provide in-house training in Montessori methods. This leads to a consistent approach within the provision, which helps the children feel secure and well settled.
- Children enjoy accessing the good range of Montessori-based activities offered, and exercise high levels of independence with the staff often offering praise and encouragement. New children quickly settle in response to the staff's calm and friendly approach, and form good relationships with them. Children achieve increasing levels of concentration through the well-structured activities and support given.
- Staff have high expectations of behaviour, which children respond very well to. Children and staff show respect towards each other, and children enjoy being co-operative. They are quick to learn the group's rules, and show excellent levels of independence, both in accessing equipment, tidying away, and personal care. Children often remind each other of the rules: a child reminded another how many jugs of water should be used when filling the bowl.
- There is a high standard of hygiene within the group, and children show a growing awareness. They wash their hands rarely needing staff to remind

them, and understand the causes of sickness: a child explains to another at the refreshment table that germs will be spread if they share a mug.

#### **What needs to be improved?**

- opportunities for children to use imagination and creativity
- documentation: record staff attendance on daily basis; fire procedure to reflect group's practice and include music room, separate fire log to be kept; up-date risk assessment and procedure for outings to include nature walk; develop sickness policy, obtain emergency medical advice/treatment consents from parents, develop and share medicinal record; include Ofsted contact details in complaints procedure
- sharing records, procedures and policies with parents.

#### **Outcome of the inspection**

Satisfactory

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### **WHAT NEEDS TO BE DONE NEXT?**

#### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
12	give parents details of policies and procedures available
14	ensure that all records relating to day care activities are readily accessible on the premises and available for inspection at all times

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

### How effective is the nursery education?

The Montessori Children's House provides generally good nursery education for the children. They are making very good progress in the area of personal, social and emotional and mathematical development. Generally good progress is being made to the early learning goals in communication, language and literacy, knowledge and understanding of the world and physical development. There are some weaknesses in creative development.

Teaching is generally good. Staff are respectful and caring and children relate well to them. They have high expectations of the children's behaviour. This ensures the children are well behaved and co-operative. Planning of the Montessori curriculum does not always take account of the Foundation Stage stepping stones

Leadership and management is generally good. The manager is preparing for accreditation through the Preschool Learning Alliance showing a good commitment to improve the setting. The staff team work well together each knowing their role and having an area of responsibility. This ensures the smooth running of the sessions and children feel secure.

Partnership with parents is generally good. They are well informed of the child's progress through daily exchanges of information and yearly written records. Parents are welcomed in to the group and have positive relationships with the staff. They are very happy with all aspects of the preschool. Some parents are unsure of the policies and procedures.

### What is being done well?

- Children's personal, social and emotional development is very good. Independence is fostered well, children freely select from resources and activities available to them. They cut fruit for snacks and pour their own drinks. The children show empathy and concern for others such as when a child was crying in the other group.
- Children learn counting skills, shapes, positional language and mathematical vocabulary, freely choosing to count and match numbers using the mathematical equipment and singing number rhymes to reinforce learning.
- Children sit well and enjoy listening to stories both from books and made up. They enjoy joining in with action songs and rhymes. They are confident speakers, talking in a group, to each other and to adults.
- Children learn to link letters to sounds through the weekly letter. Many can say the letter of their name. They learn many new words for example seeds, nuts, and berries, linked to themes such as autumn.
- Staff are respectful and caring and children relate well to them. The staff

have high expectations of children's behaviour, this ensures they are well behaved and co-operative.

**What needs to be improved?**

- the ability for children to freely express and communicate original ideas through the provision of a wide range of activities such as role play and free creative craft. This includes the use of writing for a variety of purposes and the encouragement to use books for pleasure
- development of ICT skills and the use of programmable toys
- opportunities for children to use large equipment for climbing and balancing and use the outside play area on a regular basis.

**What has improved since the last inspection?**

There has been limited development from the last inspection to include role play and information technology in the curriculum. Although some equipment has been purchased to develop these areas such as tabards and a mini toy computer, cassette recorder and headphones, it is not readily available to the children. Children have limited opportunities to have hands on experience using the photocopier. Children therefore do not get good opportunities to progress in these areas.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children's personal independence is fostered well; they are able to freely select resources and activities. They cut fruit for snack and pour their own drinks. Staff are respectful and caring and children relate well to them. This ensures the children are well behaved and co-operative. Children show empathy and concern for other children, for example when a child was crying in the other group. The children know the routine well and settle quickly into the session and activities.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children sit well, enjoying listening to stories. They enjoy joining in with action songs and rhymes. They are confident speakers to each other and adults. Children link letters to sounds through the weekly letter, many saying the letters of their name. They learn many new words for example seeds, nuts, and berries, linked to themes such as autumn. Children write their names on their work but there are few opportunities to write for a variety of purposes such as in role-play.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children enjoy learning about number skills, shapes, positional language and mathematical vocabulary, freely choosing to count and match numbers using the wide range of equipment such as number rods and tiles to reinforce learning. Children enjoy singing number songs such as seven current buns in the bakers shop to learn and reinforce addition and subtraction. They use maths practically to compare chairs and the number of children.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children explore the local environment through weekly walks on the common. They learn about the natural world by planting sunflower seeds, growing tadpoles and keeping a goldfish. Children build models however the range of materials is limited. Children are given few opportunities to develop Information and Communication Technology (ICT) skills and use programmable toys.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children have many opportunities to develop manipulative skills using a range of tools and equipment such as tweezers, scissors and paintbrushes with skill and dexterity. There are limited opportunities for children to use large equipment for climbing, balancing and riding bikes. The children go for a weekly nature walk around the local nature area where they run, kick footballs and climb trees. The outside play area is not used on a regular daily basis.

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
	Children are able to recognise and explore sounds and music through a planned program. They enjoy singing songs from memory. Children are able to do free painting daily. Children are given some opportunities to develop creativity however this needs to be presented so that children are able to freely express their own creativity and imagination. Staff create stories using props that the children enjoy.
<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**

- provide opportunities for children to freely express their own creativity and imagination in role play, model making and craft activities
- ensure children have opportunities to know how to use ICT equipment and programmable toys on a regular basis
- enable children to develop climbing and balancing skills on large equipment.

*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.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*