



Office for Standards
in Education

DAY CARE INSPECTION REPORT

URN 148660

INSPECTION DETAILS

Inspection Date 29/09/2004
Inspector Name Jill Milton

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Hare Hatch Montessori
Setting Address Hare Hatch Village Hall
Tag Lane, Hare Hatch
Wargrave
Berkshire
RG10 9ST

REGISTERED PROVIDER DETAILS

Name Mrs Patricia Cuss

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care. When making judgements, inspectors have regard to how well the provider meets the National Standards for under Eights Day Care and Childminding. A list of these is attached. The report identifies strengths and areas for improvement.

This inspection report must be made available to all parents.

Information about the setting

Hare Hatch Montessori Nursery School is a private nursery school, which promotes both the Montessori method of teaching and the Foundation Stage. 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.

The nursery accepts children between the ages of two and a half and eight years old. There are currently 47 children on roll, of whom 14 three-year-olds and 18 four-year-olds are in receipt of nursery education funding. Children may attend for a variety of sessions. The nursery supports a small number of children with special educational needs and for whom English is an additional language.

The nursery is open on weekdays between 09.00 and 15.00 during term time only. There are eight members of staff, seven of whom have appropriate qualifications.

How good is the Day Care?

Hare Hatch Montessori Nursery provides good quality care for children. The setting is efficiently organised and benefits from good leadership by an experienced and well-qualified manager. Staff feel supported in their work and are encouraged to attend training to develop their skills. The team work well together to ensure the smooth running of the daily routine. All areas of documentation are well organised and complete. A stimulating learning environment is created with good use being made of the available space, including the garden area. The resources being used by the children are of high quality and support their learning across all areas. The premises are kept clean and well maintained.

Apart from one aspect the staff pay careful attention to maintaining the health and safety of the children. Risk assessments are used to identify potential hazards and staff address issues, for example improving safety in the garden. Staff liaise well with parents and undertake extra training in first aid to meet children's individual needs. The children access food and drinks as they need them during the session and they display good levels of independence in managing this task. The staff are vigilant about issues concerned with child protection and they are secure in their knowledge of the correct procedures.

There is good support to all areas of children's development. The staff provide gentle encouragement and suggestions, though the children have many opportunities to make their own choices. Good records of children's development are maintained and individual children are brought on at their own pace. Staff share ideas about how to develop a child's learning. This careful support is extended to children with special educational needs. Staff manage the children's behaviour well.

The partnership with parents is good and staff spend time with new families offering support and reassurance. Parents appreciate the caring and flexible approach of the staff.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff interact very well with the children. They are adept at stepping in where needed, to extend children's learning, for example encouraging the completion of a block building game. Care is shown towards new children who need extra support when settling in to the nursery.
- Staff act as good role models to the children, emphasising respect for others and good manners. The children respond well to this gentle encouragement and this is reflected in the calm environment of the nursery.
- There is a positive approach in the nursery to developing children's understanding and appreciation of different cultures. The resources and input from staff and parents provide the children with positive images of the wider world.

An aspect of outstanding practice:

Good use is made of the garden area to extend learning. The children not only use it to enjoy physical activities, but also to take part in gardening or to enjoy a quiet moment in the sensory area. An awareness of nature is encouraged with boxes for nesting animals or insects along with areas for bird feeding.

What needs to be improved?

- the establishment of good hygiene routines with the children before they eat snacks.

Outcome of the inspection

Good

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
7	Ensure that children are encouraged to wash their hands before eating food.

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.