

The Montessori Childrens House

Main Road, Kingsley, Bordon, Hampshire, GU35 9ND

Inspection date

28/09/2012

Previous inspection date

25/01/2010

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- The manager and deputy manager are exceptionally driven and motivated and provide staff and children with extremely positive role models, due to their commitment to help children enjoy learning and achieve.
- Children make exceptional progress in relation to their developmental starting points. They are provided with rich and varied experiences, delivered by staff who have very high expectations of themselves and the children and a clear understanding of how to match the Montessori approach and resources with learning and development guidance and help children make progress.
- Children are highly inspired and motivated in their learning, because staff know them extremely well, consistently recognise, value and celebrate their achievements and provide them with lots of support and individual attention, as well as time to practice what they have learnt independently.
- Children's individual needs are extremely well met, as staff respond quickly to any gaps in their learning and development, work closely with parents and seek advice and intervention when needed.
- Children are extremely well prepared for school, including older and more able children, due to the excellent partnership with parents and the exceptional activities and resources that help them to be confident and independent learners.
- The provision uses self-evaluation effectively to make continuous improvement to the provision.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the play room and the outside learning environment.
- The inspector held meetings with the manager of the provision and talked with staff, children and parents.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the settings own parent survey.

Inspector

Catherine Greenwood

Full Report

Information about the setting

The Montessori Childrens House registered in 1992. The provision follows the principles of the Montessori teaching method. It operates from within the Kingsley Centre in the centre of Kingsley, in North East Hampshire. Children have access to a large hall, an additional room for occasional use, and an outside play area. The provision serves surrounding towns and villages. It opens four days a week during school term times. Sessions are Monday 8.30am to 2.45pm; Tuesday 9am to 12noon, with an optional lunch club that finishes at 1.30pm; Thursday 8.45am to 2:45pm; and Friday 8.30am to 12noon. The provision is registered on the Early Years Register. There are currently 22 children on roll, aged from two years, six months to the end of the early years age group. Children attend for a variety of sessions. There are six members of staff who work with the children, all of whom hold appropriate early years qualifications, including Montessori Diplomas. The setting is in receipt of funding for the provision of free early education to children aged three and four. It provides support for children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- consider extending the range of programmable resources to enhance children's understanding of how things work.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have an excellent knowledge of how to help children make progress and reach their full potential. They recently attended two in-house training sessions on the revised Early Years Framework and development matters guidance. This has re-enforced their knowledge and understanding of how to implement the characteristics of effective learning. Consequently, children make exceptional progress in relation to their developmental starting points. All staff know children extremely well, consistently recognise and celebrate their achievements and provide them with lots of support and individual attention. In addition, they ensure children have time to practice what they have learnt independently. Staff are extremely skilled at gauging the right moment to become actively involved in children's learning. Staff are exceptionally observant of the Montessori

resources that children choose to use and openly offer information to their colleagues about what they have recently seen children achieve. Consequently, staff use this shared information to adapt their approach and questions, whilst supporting children with completing an activity. This compliments the extensive written observations completed for all children, which include their developmental starting points and learning priorities. Staff have a flexible approach to planning that is primarily driven by children's choices. Consequently, children are highly motivated and enthusiastic learners. Staff display plans for parents to see that include information about a wide range of activities used to compliment the Montessori approach to learning.

Children listen and pay attention exceptionally well during discussions with staff and their friends. They often engage in lengthy conversations, for example, as they talk about aspects of activities and events within their own lives, such as ballet. Some older and more able children are beginning to recognise and write simple words, as they enjoy matching miniature objects in small boxes, to word labels. All children are familiar with using sandpaper alphabet letters, which helps them to learn letter formation. There is an excellent selection of books which children can choose to take home for their parents to read. This actively promotes parents involvement in their children's learning. Children show an excellent understanding of the concepts of number, symbol, sequence and number operations. They use spindles, number rods, weigh and identify the quantity of ingredients during cooking activities and use rulers to measure lengths of objects. Children develop control and co-ordination as they jump between old car tyres in the outside play area, independently negotiate the climbing apparatus and bounce and catch balls with a member of staff. Children show exceptional hand and eye co-ordination as they use the Montessori resources. For example, they persist with matching and fitting cylinder shapes and carry small jugs of water to tables, to investigate which objects sink and float. Children learn about the needs of others, as they make bread for harvest festival, which is taken to an organisation for disadvantaged people. They make discoveries as they use test tubes, pipettes and glass slides, to mix drops of coloured water and notice change as they dissolve sugar, cornflour and seeds in water and mix vinegar and water to create mini volcanoes. Children identify change of matter during cooking activities, and under close supervision, conduct experiments using water and candles, where they learn how the water replaces the air when the candle flame expires. Children have some opportunities to learn about technology as they use the centers' printer and operate a CD player. However, this learning is not enhanced through the provision of a wide range of programmable toys that help children to learn how things work.

Children explore and use media to makes designs, for example, as they make three dimensional caterpillars. They use their imagination during weekly group music sessions and learn about rhythm and beat as they play musical instruments. They perform musical extravaganzas, dress up and act out African Fables for their parents. Children help create the scenery for the extravaganzas, as they find branches on nature walks, stencil African animals onto material for stage backdrops, and make scenery for Chinese dancing activities. Parents are provided with excellent opportunities to be involved in their children's learning. For example, they receive regular newsletters with information about topics, are encouraged to help their children select items from home for displays, and have opportunities to join in weekly nature walks.

The contribution of the early years provision to the well-being of children

Children are well behaved and helpful, due to the positive relationships they form with staff and other children. They develop excellent self-help skills, as they prepare and serve fruit at snack time and lay the table at lunchtime. Children wash their own drinking cups and cooking utensils, and help clean play equipment at the end of each term. Consequently, they are actively involved in preventing the risk of cross infection. Children show excellent independence, as they put away their belongings. Staff are observant of times that children are not engaged in activities and provide support when needed, for example, when children need help with taking off tight clothing. Children's good health is promoted through healthy snacks and regular opportunities for them to be active. For example, they take part in nature walks, music and movement sessions, play in the garden and take part in digging and planting activities. Children are inspired in their learning, due to the excellent opportunities they have to master using the wide range of Montessori resources. They develop initiative, perseverance and concentration, as staff help them to develop their skills using the wide range of Montessori resources. Staff arrange resources on low open shelves, according to the area of learning and prepare and maintain the environment so that is highly welcoming and inviting. Children have excellent opportunities to learn about their own safety whilst using real life resources, such as a basket of real bricks for making constructions and jugs and containers for pouring and transferring items. Staff provide opportunities for older and more able children to use real woodwork tools, which further develops their awareness of their own safety. Children are fully included in all aspects of the provision due to the observant and supportive approach of staff. They have access to an excellent range of experiences, resources and activities that promote their knowledge of diversity. For example, the provision is located in a centre for people with special educational needs and/or disabilities, who are invited to join nature walks and come into the provision to read stories. Staff respond to children's observations of people in wheelchairs and introduce topics that help them to learn about the needs of others. The provision implements highly effective strategies that help children to be well prepared for starting school. Where possible, the manager creates an album with photographs, that helps children become familiar with the teachers and the school environment before they start. She completes a written assessment to promote children's smooth transition to school and invites teachers to visit the provision to observe and discuss information about children's individual needs.

The effectiveness of the leadership and management of the early years provision

The manager and deputy manager are exceptionally driven and motivated and provide staff and children with extremely positive role models. This is due to their energetic and dedicated approach and commitment to helping children achieve and enjoy their learning. The manager provides guidance for staff, so that children's progress and assessments provide a true picture of their individual achievements. She works alongside staff and encourages them to regularly evaluate what children achieve in relation to the Montessori

ethos, as well as the early learning goals within the Early Years Foundation Stage. Children's progress is carefully monitored to ensure any gaps are narrowed for groups of children or individual children identified as being in need of support. Staff work closely with parents and an outreach centre to assess children's individual needs and identify targets for children's development.

There are effective procedures in place to ensure that staff are suitable to work with children. The manager works closely with staff to establish safe practices and a culture of safety. All staff attend safeguarding training, which means they know what action to take if they are concerned about a child. The named child protection officer completes team training with all staff every half term, which keeps their knowledge of procedures up to date. Staff complete daily checks of the premises, including all equipment, as well as comprehensive risk assessments for all outings that maintain children's safety. Self-evaluation is an integral part of nursery life that includes staff, children and parents. The manager organises regular in-house training sessions and staff meetings, which are used effectively to identify and make continuous improvements to the provision. Consequently, staff develop their understanding of good quality practice, knowledge of children's individual needs and aims for future improvement. Actions and recommendations made at the last inspection have been met and further improvements have been made to the provision. For example, additional resources have been obtained for the outside play area, such as climbing apparatus, and a music wall has been created from old pots and pans to enhance children's development. Staff establish effective communication with other providers, schools, and professionals in order to identify all children's needs and help them to make progress. Consequently, children's individual needs are exceptionally well met and they receive continuity in their care and learning. Parent's comments show they are very happy with the provision. For example, they say 'I love the nursery, my child settled in brilliantly' and 'my child is provided with a really nurturing environment, and I feel that it is a really special formula they have at the nursery'.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not

	meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	110004
Local authority	Hampshire
Inspection number	813379
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	22
Name of provider	Suzanne Jane Webb
Date of previous inspection	25/01/2010
Telephone number	01420 479000

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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