

The Children's House

The Childrens House, 207 West Street, FAREHAM, Hampshire, PO16 0EN

Inspection date

Previous inspection date

11/06/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy and contented within the nursery and have established trusting relationships with their key persons.
- Staff in the baby and toddler area fully understand the needs and interests of children. They use this knowledge effectively to support children's continued learning.
- Staff work collaboratively with parents to provide children with consistency in their care and learning.
- Children's good health is promoted well.

It is not yet good because

- Some staff in pre-school are not confident in their role and this impacts on the quality of teaching, children's learning and organisation during routine activities.
- Children are transported on outings in a mini-bus, however evidence of appropriate insurance cover was not available.
- Pre-school children are not actively helped to learn to keep themselves safe.
- There is limited print around the pre-school, to support children's early reading skills and to help them to learn to form letters correctly.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities, children and staff's interaction both inside the provision and in the outside learning environment.
- The inspector held meetings with the providers, manager, key persons and the setting's special educational needs coordinator.
- The inspector took account of the views of parents spoken to on the day of the inspection and their recent comments from parental questionnaires.
- The inspector sampled documentation.

Inspector

Kerry Iden

Full Report

Information about the setting

The Children's House re-registered in 2012 when it became a limited company. It is a privately run Montessori day nursery and operates from premises on the outskirts of Fareham, in Hampshire. Access to the building is on one level and all children share the outdoor play area. The provision is registered on the Early Years Register and the compulsory part of the Childcare Register. Children have the use of different rooms with adjacent kitchen, rest and toilet facilities. The nursery is open each weekday from 8am to 6pm for 51 weeks a year. Children can attend on a sessional or full time basis and the nursery also offers a breakfast club, after school club and holiday playscheme for school aged children. The nursery has arrangements in place to support children who have special educational needs and/or disabilities and for children who are learning English as an additional language. There are currently 85 children from three months to five years on roll. The nursery employs 15 members of staff to work with the children, 13 of whom hold appropriate early years qualifications, including one who holds Early Years Professional Status and the manager is working towards her level 6 qualification.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- monitor staff practice and deployment further, giving particular regard to practice at mealtimes; provide effective support, coaching and training to improve practice and ensure staff understand their roles and responsibilities
- provide appropriate insurance for drivers and vehicles used to transport children on outings

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

- help to increase children's safety awareness, for example, by encouraging and supporting children to identify risks during their play
- increase opportunities to promote children's early reading skills, for example, by enabling children to see and recognise a variety of print such as their own name

Inspection judgements

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

Babies and toddlers separate from their parents easily and have secure attachments with their key persons. Pre-school children have the confidence to leave parents at the gate and make their way to the pre-school area with staff, showing their contentedness at being in the setting. There is a warm and affectionate atmosphere within the baby area and staff respect the established routines of families to offer children individual care. Staff in the baby and toddler area have a good understanding of supporting children through their chosen interests. For example, children who enjoy playing with toy vehicles start to understand differences in size, colour and number as staff introduce early mathematical concepts. Staff also help them to learn to share the vehicles with their friends to support their social skills. Staff make good use of spontaneous events as babies and toddlers initiate different types of play, such as, physical play, singing games or art and craft activities. Singing sessions are lively and enthusiastically led, which also promotes children's social skills as they mix together, holding hands for different action songs. Toddlers challenge themselves with their understanding of shape and space and are independent in selecting resources such as puzzles. Through focus and determination, they complete the puzzles and praise themselves with a clap and a cheer. The baby and toddler staff team work well as a team. They understand how they are supporting key children's next steps and have a good awareness of individual routines of babies and toddlers to enable them to meet individual needs.

The pre-school area offers older children a range of different activities to support the different areas of their learning. During both the morning and afternoon sessions children can choose activities indoors and outdoors. Staff join in children's chosen play and on occasions extend learning. For example, as a child asked to build a spider's web out of the construction blocks, staff ask how they can build this and compare their finished building to displayed pictures of other homes and buildings. Some signage around the room supports children in knowing where things belong. However, the lack of relevant signage such as children's names reduces children's opportunities for labelling their own work and identifying different letters to support their literacy skills. Parts of the routines allow for children to group together at the start and end of the day and also through family group times. Senior staff support children's learning well, however not all staff have the skills to effectively and consistently support children's learning. Some staff are not always fully engaged with children in order to make positive use of spontaneous events and opportunities are missed to increase children's development. This weakness also impacts on other routines of the day in the pre-school. For example, snack and lunchtime become hectic and a little disorganised, as some staff are not fully aware of their role.

All key staff complete observations and assessments, with children's records maintained by their key person. Through the day and during family group times most staff use this knowledge to offer their key children challenge, such as, using memory games or musical opportunities. Some staff are less aware of the learning intentions of the activities they have undertaken with their group and where individual children are in their learning. The observational and assessment records reflect progress across the seven areas of learning.

A summary of all children's progress, and the more detailed two-year progress checks are recorded and shared with parents. New systems have been developed to enable parents to become more involved in their children's learning. Sharing information between home and nursery allows some consistency in care practices, such as promoting good behaviour and also to enable learning to be developed around children's interests.

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

Babies and children show they feel secure in the nursery and they have developed trusting relationships with staff and peers. There are some friendship groups within the pre-school area; children were observed working together, sharing ideas and asking each other for help. There is an established key person system, which enables bonds to develop and these are working especially well in the baby and toddler area. Individual routines are followed to offer personal care to babies and ensure their individual needs are met. When it is time for children to move into an older age group key staff share relevant information to help children to settle quickly. The arrangement of low-level furniture in the baby area means that babies can observe the activity of older children and participate when is suitable. This fosters the development of bonds with staff and other children before babies move onto the older areas. Children are well prepared for their move from the toddler area into the pre-school room. Transitions to school are supported through positive discussion, liaisons with local schools and the development of routines such as brief group times.

Behaviour throughout the whole nursery is generally good. Staff re-direct children onto different activities where needed and promote sharing and turn taking through group times. Sand timers have been introduced to support children in sharing popular resources. Children are safe and secure in the setting; however, there are missed opportunities for pre-school children to learn how to keep themselves safe. For example, staff do not explain hazards such as standing on chairs or throwing play dough. On outings, toddlers are able to explore a natural environment and learn about taking risks, such as, climbing on tree stumps.

Clear procedures are in place for children to learn about healthy lifestyles. Children can opt to play outdoors as they wish and senior staff remind children to have plenty to drink after playing outside. Pre-school children understand the routines for hand washing prior to snacks and meals. However, snack and meal times are not a valuable learning experience. Staff are not effectively deployed and some are less aware of their role, therefore these times become hectic and disorganised. Children have no opportunity to develop their independence skills during morning snack and lunch as all food is prepared and served to them. The introduction of a cafe style snack in the afternoon allows children to make choices as they select their fruit and try to prepare these themselves. Babies and toddlers are developing self-care skills as they become independent feeders with staff support where needed. The nursery accommodates individual dietary needs well as parents, leaders and the nursery chef work collaboratively. All food is prepared freshly every day on site offering children a varied and nutritious menu.

The nursery is equipped with appropriate furniture and resources. The different areas allow for different age groups to play and learn in a suitably equipped and safe environment. Resources are varied, including those that promote the Montessori ethos and support children's learning and development. They are accessible to children to allow them to make independent choice.

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

There is a satisfactory awareness of the learning and development requirements across the staff team. Most staff are knowledgeable and are effectively challenging children, identifying next steps and supporting ongoing learning on an individual basis. However, there are weaknesses within the staff team in terms of the quality of teaching. Some staff lack the skills of instinctively knowing how to support children in their learning and development. The leadership team know the staff that require additional support to increase their competency but have not implemented a plan of action to help them to improve.

Systems for safeguarding are well embedded and all staff know what procedures to follow if they have a concern about a child's wellbeing. The designated child protection lead is confident in the systems and process to follow with any concern. Training in this area is part of an ongoing process completed by all staff. Individual arrangements are made with families to ensure a safe handover of children is completed. Parents are expected to inform staff of any changes to collection arrangements otherwise children will not be released to ensure their safety. Key persons act in the best interest of the children if they become unwell or in the event of an accident. Procedures for completing details of accidents, incidents and pre-existing injuries are in place and used to safeguard children's welfare. The environment is safe and secure with all parents and visitors having to gain entry through a secure buzzer system. Risk assessments are completed on the setting and on outings regularly undertaken by the children. However, vehicle insurance could not be located at the time of the inspection. There are procedures in place for recruitment and assessing the suitability of new staff. A basic induction is given to all new staff and appraisals are completed annually to assess their ongoing suitability and to identify any training needs.

The staff and leadership team reflect on and evaluate the provision with some success. They welcome comments and suggestions from children and parents as part of their self-evaluation. They change and develop the environment, considering the impact it will have on children's learning. Staff meetings enable staff to discuss the group's action plans to bring about further improvement. Staff work in partnership with parents and others. Some parents report on their complete satisfaction, stating that they get regular feedback about their children's development as well as daily verbal discussions about how their children have been. Diaries are used for all children, as time allows, although some parents of older children report that they would be happy to just have the verbal exchange so staff's time is not taken up writing diaries; an idea being considered by the pre-school. Parents' evenings are organised for an individual exchange of information and newsletters and

notices displayed offer parents more generic information. New systems have been developed to encourage parents to record children's interests from home so staff can use these in the nursery, promoting a consistent approach. This has been extended where children attend other early years settings to further promote consistency.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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 action. 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	EY453858
Local authority	Hampshire
Inspection number	896685
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	85
Name of provider	The Children's House Montessori Limited
Date of previous inspection	not applicable
Telephone number	08448002279

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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, which are usually the childminder's 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

