

Harriet House Montessori School

The Walled Garden, Yattendon Estate, Berkshire, RG18 0XX

Inspection date

Previous inspection date

15/10/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
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	2

The quality and standards of the early years provision

This provision is good

- Children demonstrate they are very secure in their personal, social and emotional development. They are extremely confident, behave very well and have formed extremely warm relationships with one another and the staff who care for them.
- Staff know the children well and understand their starting points. Children's progress is shared regularly with parents, who are supported effectively in how to extend learning at home. As a result, children are making good progress.
- The nursery environment is highly stimulating to children. They have fun and are keen to take part in their activities. Children are happy at the nursery.
- There are effective partnerships with other professionals. These partnerships fully support children's additional needs, physical well-being and their speech and language.

It is not yet outstanding because

- Opportunities for children to freely choose activities outdoors are fewer.
- Children are not effectively encouraged to develop their own creativity in art work.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in their play and in their interactions with staff.
- The inspector engaged in conversation with the manager, staff, children and their parents.
- The inspector took part in a joint observation with the manager.
- The inspector sampled the nursery's documentation and children's development records.

Inspector

Aileen Finan

Full Report

Information about the setting

Harriet House Montessori school opened in 2003. It re-located from previous premises and re-registered in 2013 and is owned and managed by a private individual. It operates from a log cabin in the walled garden on the Yattendon Estate, near the village of Yattendon, Berkshire. The nursery is open each weekday during school term times from 8.30am to 3.30pm. There is also an extended day on weekdays, apart from Fridays, to 5.30pm. All children have access to outdoor play areas and the extensive grounds surrounding the cabin. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is in receipt of early education funding for three and four year old children. Children attend from the village and surrounding areas. The manager employs 11 members of staff. All but four of these staff hold early years qualifications ranging from qualified teacher status to Montessori qualified staff, through to staff qualified at level 3. One staff member is completed a foundation stage degree. The nursery also employs an administrator and two cooks.

What the setting needs to do to improve further

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

- extend the opportunities for children to make further choices in outdoor play activities
- improve the ways in which staff support children's creativity.

Inspection judgements

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

Staff demonstrate a very good understanding of the learning and development requirements for the Statutory Framework for the Early Years Foundation Stage. They plan effectively to support children's individual needs. Assessments are based on children's starting points and interests and are maintained consistently as children move through the age group rooms. Staff offer home visits to support their understanding of children's achievements to date and to gain an awareness of their backgrounds and emerging interests. Staff offer workshops and open days for parents, so that they can gain an understanding of the areas of learning. This good practice also supports parents in how to extend children's learning at home. The nursery invites parents for meetings each term with key person staff, and provides effective feedback at the end of the day so that parents understand the progress children are making.

Children demonstrate they are very happy at the nursery. They are active learners who are eager to join in and have fun as they learn. Indoors children enjoy and benefit from a broad range of stimulating toys, resources and activities, which provide them with rich and imaginative experiences. Nursery class children take part in drama sessions. They pretend to be a balloon and act out how it may float in the air. Staff effectively extend this to talk about other types of balloons, such as hot air balloons. In a group activity, children guess the animal as they give clues to one another through their movements and noises. They are keen to offer their suggestions. Children talk about the gingerbread man story and suggest what they may use for his eyes, nose or buttons. Children can see their displays and enjoy their artwork. They learn about different forms of art and famous artists. However, these activities are frequently too adult led. This means that children cannot freely develop their own creativity. Nevertheless, children are eager and confident to join in with action songs and recall how to play the drum, piano or violin as they recall the song. This helps them to express themselves in other ways as well as promoting their language.

There are significant experiences to promote children's learning and development effectively in all seven areas and consequently children are making very good progress. The quality of teaching is good and aimed effectively at children's ability. In the Reception class, children learn about weight and measure. They listen intently and learn about the terms 'compare', 'heavier' and 'lighter' and are eager to guess the items that are heavy or light and then to use the scales to weigh them. Children correctly identify that the scales go up and down in relation to what is heaviest or lightest. When children are ready, they take part in phonics class. This supports their readiness for their next steps of learning for example in understanding and blending sounds.

Children enjoy the delightful landscapes of their outdoor environment. The outdoors is still under development but offers large playing and learning spaces. In the future, these spaces will include a roadway system for sit-on cars, bicycles and tricycles for example and an amphitheatre for role-play. The nursery has evaluated how the provision will make a positive improvement for children's learning outdoors. However, during outdoor play in the physical play area, the opportunities for children to choose their activities to extend learning in all seven areas are more limited. Nevertheless, children have fun outdoors and in planned activities enjoy 'woodland Wednesday' or 'tree top Tuesday' where they explore in the local countryside within the estate.

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

Children are extremely happy and engaged in their play. They show high levels of self-control during their activities and self-awareness in social situations. For example, they are very confident to concentrate on activities involving solitary play. A child shows excellent control as she sorts pieces of puzzle to match up. She concentrates as she matches the head, body and legs so that each piece wears matching clothing. Another child, who is taking longer to settle, watches her as she plays. She offers him kindness and invites him into her play at various times during the day. This interaction helps all children to feel

valued. Outdoors children invite staff to join them on their journey as they step on to the large wooden framed train. They announce that the train is 'going to Cardiff' as they set off on their make believe journey.

Staff are very skilled in supporting children's needs and in providing a strong base for them to develop secure emotional bonds and independence. The highly effective key person system means that children are making very good progress in their personal and social well-being and that their health and safety are highly nurtured. Consequently, they are very well prepared for the next stages in their learning. The indoor environment is highly stimulating and children have a wide variety of choice about what they would like to do next. Children make decisions about whether or not to join the drama session or continue playing in the role-play area. As children interact with staff, the staff are nurturing to others. Therefore, children are happy to snuggle up for a cuddle with a staff member as others play alongside.

Staff plan children's transitions extremely well and this makes a significant impact on how children move on to the next stage of their learning. The nursery is able to offer children leaving the nursery class a place in Reception Year. Children visit prior to moving up, so that they can understand their new routines and meet the staff who will be caring for them. Children have opportunities to wear their new uniforms prior to moving up. Transitions on to other schools are well planned also.

Staff give children extremely clear messages about safety, for example when getting ready for going outside, preparing for a weekly walk, using resources and in helping to tidy up. Children learn about why it is important to eat healthily and receive plenty of fresh air and exercise. There are regular opportunities for all children take part in physical activities throughout the day. These include sessions with a sports coach, woodland walks to promote learning and to enjoy the countryside. Children also enjoy two physical education sessions each week. They learn to move in a variety of ways. Children learn about the effect exercise and healthy eating has on their bodies through discussions and learning activities. Children are encouraged to be independent about making choices when playing outdoors. They change from their indoor shoes into outdoor ones. They make decisions about what to wear and are confident to put on a coat or jumper. A child returns to collect her coat stating 'it is chilly out there'.

Children's behaviour is outstanding. They have exceptionally warm bonds with their friends and the staff. For example, children happily play together, share resources and listen as someone speaks. They understand their responsibilities for example in helping to clear away and tidy up resources. At snack times, children serve themselves on to china plates and pour drinks into china cups. They clear these away afterwards. Children enjoy nutritious and healthy meals that are freshly prepared daily at the nursery. Staff understand children's dietary needs and any allergies or preferences and adhere to these at all times. Children are very aware of the necessity to wash hands prior to eating. The cook greets children warmly as they enter the dining room and choose where to sit.

The effectiveness of the leadership and management of the early years

provision

Staff at the Montessori nursery school demonstrate a very good understanding of the safeguarding and welfare requirements for the Statutory Framework of the Early Years Foundation Stage. Staff complete safeguarding children training and understand their responsibilities to safeguard the children they care for. Staff are aware of the procedures to take should they have a concern about a child in their care. The nursery implements robust policies and procedures, which staff adhere to in their daily practice. These policies are shared with parents so they understand the procedures that support their children's health, well-being and safety at the nursery. Risk assessments of the environment and outings further promote children's safety.

The leadership of the nursery is strong. Recruitment procedures are effective and therefore, ensure that the adults working with children are suitable to do so. Staff receive regular supervision and attend staff meetings each week to promote their personal development and to support children's learning. The nursery has effective systems for evaluating their priorities and in identifying future targets and are confident to demonstrate and highlight their strengths.

The nursery successfully promotes children's learning; particularly in relation to children's communication and language, physical development, confidence and social relationships. Staff encourage parental contributions that extend home-nursery partnerships. Parents are invited to open days and workshops to promote their understanding of how children learn. The nursery has well-organised systems to determine children's individual starting points through discussions with parents, home visits and the initial observations completed by staff. There are effective systems for transitions between the nursery classroom and the reception class. This helps children to meet their full potential and settle well. Staff identify children's needs quickly through consistent planning and assessment. Consequently, they have an accurate understanding of children's achievements and capabilities and are able to support their planning for children's individual next steps in all seven areas of learning.

Children are making good progress overall in relation to their starting points. Parents are very positive about the care their children receive. Parents speak about how their children are confident and independent as well as being ready to take on small responsibilities at home. Highly productive partnerships with others, including speech and language therapists, phonics teachers and other educators make a valuable contribution to meeting children's needs. There are effective arrangements in place with feeder schools so that children can move confidently on to their next stage of learning.

The Childcare Register

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

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

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	EY462971
Local authority	West Berkshire (Newbury)
Inspection number	914063
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	30
Number of children on roll	45
Name of provider	Harriet House Montessori School Ltd
Date of previous inspection	not applicable
Telephone number	07816655979

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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, 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.

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