

# The Childrens House Montessori Limited

239 West Street, Fareham, Hants, PO16 0HZ

## Inspection date

Previous inspection date

09/06/2014

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 requires improvement

- Staff promote children's mathematical learning well during spontaneous activities, as well as in adult-led activities.
- Children behave well due to the positive support from staff, which supports their personal, social and emotional development.
- Children have opportunities to become independent learners during familiar routines throughout the day.

### It is not yet good because

- The provider has not informed Ofsted of changes to the manager.
- Management do not make sure they monitor staff performance well to identify and remedy the inconsistencies in teaching. Staff do not always give children sufficient time to consider their responses to questions to develop their language skills.
- Staff do not extend the outdoor area to promote all areas of children's learning, especially early writing skills.

## **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.

## **Inspection activities**

- The inspector observed children and staff in activities both indoors and outside.
- The inspector spoke to parents, staff and children at appropriate times.
- The inspector sampled documentation, including policies, procedures and children's learning records.
- The inspector interviewed the manager.

## **Inspector**

Clare Leake

## Full report

### Information about the setting

The Children's House Montessori Limited registered this baby and toddler unit in 2013 to work in conjunction with the sister Children's House Nursery. The setting cares for babies and toddlers up to two years nine months before they move to the pre-school nursery close by. Both nurseries are within walking distance of each other on the same road in Fareham, Hampshire. The setting is registered on the Early Years Register only. There are currently 31 children on roll. They operate Monday to Friday from 8am to 6pm all year round. The nursery employs six staff working directly with children, all of whom hold level 3 qualifications. The setting receives the free educational funding for two-years-olds.

### What the setting needs to do to improve further

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

- ensure the regulatory body is informed of changes concerning the management of the setting
- ensure supervision provides support, coaching and training for staff in order to foster a culture of mutual support, teamwork and continuous improvement

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

- allow children opportunities to reflect on questions asked to extend their thinking skills and language development
- develop resources and opportunities in the outdoor environment to support all areas of learning.

### Inspection judgements

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

Staff have a sufficient knowledge of the Early Years Foundation Stage. They assess children when they first start at the nursery to find out their starting points and which areas of children's learning they need to develop. Staff observe children regularly and use these observations to identify gaps in learning and plan their next steps in development. Although these gaps are known, there are occasions when staff do not provide good enough adult support or use skilled questioning in order to extend and challenge children's learning. The quality of teaching differs between practitioners as some staff do not extend

children's language development through relevant or open-ended questions. Overall, however, staff teaching allows all children to make suitable progress. Staff regularly update children's records and share these with parents. Generally, these provide staff and parents with information about individual children's progression in learning. Staff complete the required progress checks for two-year-old children and share these with parents, so all concerned are aware of children's capabilities and stage in learning. Children's records are available on request and staff encourage parents to contribute to these records.

Children enjoy time outside on a daily basis. Younger children enjoy experimenting with mud and sand, digging with tools and watching it fall through their hands. There is however, a limited range of resources in the outdoor area to extend children's learning in all areas, for example, for children to develop early writing skills in the outdoor environment. Staff promote children's early mathematical learning well. Children build towers with staff support and encouragement. They count how many bricks they stack, and comment on the colours of the bricks they use.

Staff provide a warm and welcoming environment for children. They recognise all children's achievements and regularly praise the children for their efforts and involvement in activities. During snack time, children pour their own drinks and mop up any spills independently. This helps to support their personal, social and emotional development, and allows the children to begin to become independent and confident learners, skills they need to prepare them for the next stage of their learning, for example, going to preschool.

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

Children visit the setting with their parents before they start. This supports them to settle, form relationships with staff and become familiar with the nursery. Children have their own key person, as well as a 'buddy' member of staff who helps to support the main key person. This helps to strengthen children's level of attachment and further develop their relationships with key staff. This means that children form secure attachments with staff to which helps to make them feel individual and cherished. This close relationship helps to support children's personal, social and emotional development.

Older children demonstrate positive behaviour and they respond well and affectionately to staff. This shows their sense of belonging and their understanding of following routines. Children display their growing independence as they move freely between different areas in the nursery for most of the day and develop their physical skills. Children are encouraged to share toys and staff use distraction techniques to target any unwanted behaviour. This allows staff to model positive behaviour strategies to increase children's understanding of how to behave towards each other. Staff use positive praise to raise children's self-esteem and confidence. This helps to prepare children for the next stage of their learning.

Staff encourage children to talk about staying safe and being healthy. Children are reminded to wash their hands before snack and lunchtime, which helps them to understand how to begin to care for themselves. They wash and dry their hands on

individual paper towels, which they place in the bin to reduce the risk of the spread of germs. Children are beginning to learn about healthy eating through discussions with staff at mealtimes. They enjoy home cooked meals prepared freshly and sit well at the table, chatting amongst themselves. Staff feedback to parents what their children have eaten, so parents are aware of their food intake during the day.

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

Management and staff have an appropriate awareness of the requirements of the Early Years Foundation Stage. Although, the provider has not notified Ofsted of a change in management, meaning Ofsted are not aware of the new manager. This is a breach of requirements. Staff have a clear understanding of safeguarding as they have attended training and it is discussed at team meetings. There is a named coordinator responsible for safeguarding in the nursery, who is aware of the procedures to follow in the event of a concern. Staff record all accidents and use a 'bump book' to record any injuries that occur at home. These procedures help to keep children safe. Staff carry out daily risk assessments to ensure the play rooms remain safe to use, and visitors to the premises are asked to sign in. The provider ensures that all new staff have appropriate suitability checks. They monitor their ongoing suitability on a regular basis. New staff members are always supervised until they have undergone training and receive a clean suitability check. These procedures help to safeguard children's welfare in a secure environment. Supervision systems to support and develop staff skills are not effective though to monitor the quality of their teaching practice, which leads to inconsistencies across the staff team.

The newly appointed manager has identified some of the nursery's strengths. She is committed to making changes to improve the outcomes for children, for example, how staff support the children to communicate more effectively. She has plans to use parent questionnaires to gain their views and opinions of the service to make targeted improvements. Staff work with parents to share children's learning needs and next steps. They develop caring and positive relationships with the children, who arrive confidently and settle quickly. Parents report that their children have a good time 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY472838
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	949283
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 3
<b>Total number of places</b>	28
<b>Number of children on roll</b>	31
<b>Name of provider</b>	The Children's House Montessori Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	08448002279

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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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