

The Children's House

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

Inspection date	22/05/2014
Previous inspection date	11/06/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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		2
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

- The manager competently plans in advance to meet the staffing ratios and this fully promotes children's safety and security at all times.
- There are high levels of qualified staff employed who engage well with children, especially during the focused group times, which strongly support children's ongoing development.
- Staff demonstrate a thorough knowledge of their key children and they effectively plan activities and introduce various challenging aspects of learning that successfully link with individual children's interests.
- There is a stimulating and well-resourced environment that enables staff to use resources spontaneously and inventively to capture children's interest.

It is not yet outstanding because

- The systems in place for self-evaluation do not fully include the views of all parents and children to clearly reflect their needs when making improvements.
- Staff do not fully encourage all parents to see and contribute to their children's learning records to enhance opportunities to share information and promote learning at home.

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 showed identification documents on arrival and toured the premises with the manager.
- The inspector observed activities and spoke with children, staff and parents.
- The inspector interviewed the provider and the manager and gained evidence through viewing a range of documentation.

Inspector

Christine Clint

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. The nursery has a sister nursery in the locality, which caters for babies and toddlers who transfer to this nursery at the age of two. Children use several adjoining rooms on the ground floor and there is an outdoor play area. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. Children freely use the open-plan adjoining rooms and the toilet facilities. There is also a kitchen and an office. 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, an after school club and a holiday play scheme for school-aged children. Staff support children who have special educational needs and/or disabilities and also children who are learning English as an additional language. There are currently 54 children from two to five years on roll. There are 11 members of staff working with the children, 10 of whom hold appropriate early years qualifications; this includes the manager and the provider. The nursery receives funding for the provision of free education for children aged two, three and four years.

What the setting needs to do to improve further

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

- enhance opportunities for all parents and children to contribute to the self-evaluation process so their views are taken into when planning improvements
- strengthen partnerships with parents by including more opportunities for them to see and contribute to children's records of learning and in this way promote child's learning at home.

Inspection judgements

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

Staff provide a broad range of educational experiences for children and these regularly include the use of basic and more advanced Montessori resources. In this way, staff extend children's learning to meet their individual needs and ensure there is sufficient challenge to hold children's interest. For example, children eagerly take part in the volcano experiment. They show high levels of interests and enthusiasm. They watch carefully and ask questions and help to add the mixture to create the eruption. Staff positively encourage children's speech and language and increase their vocabulary as they explain how and why volcanoes erupt. They talk about how this happens around the world and

name some existing volcanoes. Staff spontaneously extend this theme and add appropriate challenge for individual children by introducing activities using Montessori information cards. They encourage children to recognise and match the symbols in the pictures, which show and name types of the earth's formation. This activity holds children's attention effectively and increases their level of concentration. During other small group times children accurately name different shapes as they draw around the Montessori equipment. They develop their physical abilities and increase their language skills as they practise and talk about using scissors to cut out the shapes. Younger children take part in group singing and action time. This takes place outside and children learn how to put on their own jackets before taking part. They take turns choosing songs and show enthusiasm for learning words and practising movements.

Key persons are well qualified and they demonstrate strong and well-informed knowledge of individual children. They use their knowledge to plan very appropriately in advance for focused learning times. Staff also show how they can instantly involve children in learning opportunities by using the 'continent boxes' that have items, pictures and different resources linked with various continents around the world. Children clearly know how to make musical sounds with African instruments and they practise this instantly. They readily name and talk about various animals and use the world map with staff to position the animals in their country or origin. Staff fully promote younger children's development in speech and language through using the 'chatter boxes' they have introduced. These enable children to bring special items or toys from home. Staff use these personal objects to increase children's confidence and talk to others. This successfully develops ongoing interaction with staff and others through meaningful dialogue.

Staff show they have high expectations for all children and especially those with specific learning needs. They use the information provided by parents about each child's starting points in development to plan tailored activities to help children learn. Staff then observe children regularly and this enables them to build a clear record of children's learning and liaise effectively with parents and with other agencies. Staff include individual education plans and these show how all carers and agencies work together to effectively ensure all children make progress. Staff also use information from parents and families to support children who are learning English alongside their own language. Staff effectively label items around the nursery in other languages showing that families' culture is valued. Staff plan weekly French classes for the children and these activities widen children's language abilities.

All staff clearly promote the early learning of younger children and they demonstrate this well throughout activities. The sister nursery nearby cares for children until they are just over two years. Their move to this nursery is well-monitored and carefully planned. For example, younger children who have recently transferred show a shorter attention span and they move between activities often and play alone. Staff recognise this and allow these children to follow their own ideas at times. For example, they frequently return to touch and feel the shaving foam and they cannot resist using the taps and playing with water at the low-level sink. Staff are closely involved in measuring children's progress following the summary assessment at the age of two years and they continue to write assessments for parents over a six week period. Parents eagerly explain their regular and close contact with their child's key person. Staff show how they provide full support for

parents through daily interaction and one-to-one feedback at collection time. This closely encourages the involvement and partnership of parents in children's learning. However, some parents do not regularly see or contribute to their children's learning. This results in fewer opportunities for some parents to share learning at home.

The Montessori method of learning fully provides children for moving on to school as this ethos encourages individual progress and children learn to take responsibilities. Children show how they efficiently respond to the bell and they talk about being ready for the 'family group' times. They learn the routines of the day and they eagerly help to clean up after the volcano experiment. Children show high levels of independence and confidence which fully prepares them for future learning.

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

The nursery has a fully organised key-person system. There is close liaison with the sister nursery and with parents and families to effectively encourage children to settle and gain a sense of belonging. There is a strong level of staff continuity across the nursery and this promotes good relationships and helps children to successfully form attachments. Children have competent skills of independence and they frequently learn to take responsibility during the daily routines, putting toys away and tidying up. They use the toilets independently and they recognise and respond to the routines. They delight in preparing the fruit and cheese for snack time. Children instantly follow staff requests for help and staff thank children individually for responding and praise their efforts. This fully increases children's feelings of being valued and develops their trust.

Older children mostly behave well and staff fully support children with individual learning needs to increase their understanding of acceptable behaviour towards others. Children make choices and move freely which develops their confidence and promotes their ability to make decisions. Staff spontaneously engage with children and use a variety of different interesting and varied equipment and this fully encourages children to share resources and build relationships. Children also take part in group activities for singing. They hold hands and learn to follow each other's example when copying actions, and this establishes and promotes friendships. Staff are well deployed at lunch times to manage children's behaviour and they use positive tactics to encourage and promote children's understanding of behaving well.

All children have ample opportunities for developing physical capabilities during their play. They have ample indoor space and also use the smaller outdoor play area regular for extending physical movements. Children take part in small group, football sessions at the sister nursery which provides larger outdoor facilities. This encourages children to coordinate their movements and learn to kick and aim the ball. They also gain regular exercise and extend their physical capabilities during regular nursery outings to local parks and places of interest. These varied and organised activities continually enable children to benefit in physical development and this fully supports a healthy lifestyle.

The daily independent routines often involve children taking considered risks. For example,

staff teach them to use knives safely to cut the fruit and cheese at snack time. Children learn to manage very well. They also serve themselves and pour drinks with growing competence. They use utensils capably at lunch time and they listen to instructions when dishes are hot, learning not to touch. Children practise with scissors and manage well. They follow precise instructions on outings to encourage their understanding of road safety by holding the rope and follow each other when walking.

Staff clearly follow the Montessori system of encouraging children's individual progress and this fully involves children learning how to be responsible for cleanliness and hygiene. For example, staff offer children tissues and encourage them to wipe their nose and check in the mirror to see if they are clean. Children know they need to wash their hands and they automatically follow these regular routines. They have pictorial signs displayed as reminders and they capably learn to manage their own personal care as they grow and develop. This fully ensures that children gain a clear understanding of the importance of maintaining hygiene for being healthy.

The wide range of focused planned activities show how staff prepare and organise opportunities for children to learn. Staff also continually use the readily available Montessori play equipment to include inventive and stimulating learning which effectively meets children's individual learning needs.

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

The provider, manager and staff have a very clear understanding of their responsibility in meeting the learning and development requirements. There are high levels of qualified staff and effective systems of planning activities to encourage children's individual progress. Staff use an assessment sheet in each child's learning record to show their levels of learning across all areas. The manager is currently developing this to show any gaps in the wider nursery provision

Management and staff follow well-organised procedures for safeguarding children and implement the detailed policies. Staff have a strong understanding of their responsibility to keep children safe and have attended varying levels of child protection training. The provider, manager and staff fully understand the process for referring concerns and the need to work closely with one another. There are regular staff meetings and opportunities to share information. The manager has recently included more frequent staff meetings since her appointment to ensure staff liaise to build and share their knowledge. She is also planning group training opportunities to develop and increase staff awareness.

There are full records in place to show staff clearance and this demonstrates the provider's responsible attitude to maintaining staff suitability. The manager is currently including and building the evidence for regular staff appraisals. These are well-written and competently evaluate staff performance with positive areas for improvement. New staff clearly explain their induction and this includes all required safeguarding and health and safety procedures.

The manager includes detailed daily attendance times for all staff and children and she competently uses this to plan in advance to meet the required ratio of staff to children on a daily basis. This ensures children's safety and security especially on outings. There are daily check lists which staff complete to assess any risks to children and a maintenance record shows when staff identify and deal with any hazards. This thoroughly promotes children's safety. Staff follow organised routines to maintain children's safety when walking and they prepare in advance for assessing risks on organised outings. This includes the use of the nursery mini bus which is fully insured and prepared. These regular processes fully protect and safeguard children.

The manager has reviewed many areas of the nursery provision and she is efficiently re-organising the documentation systems throughout the nursery. This demonstrates her clear understanding of the importance of evaluating the provision and making improvements. However, there is no clear evidence to show how the management gather and use the views of all parents, carers and children in the process.

Staff have established highly effective partnership working with adjoining schools and with support agencies. These links fully enable parents of children with individual learning needs to gain knowledge and understanding and promote their children's progress. There are also strong links with the sister nursery for staff support to maintain ratios and for shared expertise and training.

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	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

Unique reference number	EY453858
Local authority	Hampshire
Inspection number	971480
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	54
Number of children on roll	54
Name of provider	The Children's House Montessori Limited
Date of previous inspection	11/06/2013
Telephone number	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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