

Wickham Montessori School

Park Place Pastoral Centre, Winchester Road, Wickham, FAREHAM, Hampshire, PO17 5HA

Inspection date

22/09/2014

Previous inspection date

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

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 quality of teaching is good because staff have a thorough knowledge of how children learn. The management team effectively monitors the provision, and supports staff to ensure positive outcomes for children's learning.
- Partnerships with parents are effective. They are involved in the care and learning of the children, which ensures the children receive support and continuity in their learning and development.
- Staff take care to build strong attachments with all children, so they feel confident and secure in the setting, and are ready to learn..
- Children's enjoyment and safety in their environment is fostered through trust placed in their ability to assess and manage risk for themselves. Staff support this approach well.
- Good partnerships with other professionals are effective in providing for children's needs, so all children make good progress.

It is not yet outstanding because

- Staff do not promote aspects of children's understanding the world sufficiently.

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 spoke with staff and some children and parents.
 - The inspector undertook a joint observation with the manager.
 - The inspector observed activities both inside and outdoors.
 - The inspector held discussions with the provider/manager.
- The inspector sampled a selection of documentation, including a range of policies
- staff suitability checks and qualifications,, children's assessment, and required records.

Inspector

Julie Dale

Full report

Information about the setting

Wickham Montessori School first registered in 2006. It re-registered in 2014. It is owned by Wickham Montessori School Limited. The provision operates in Park Place Pastoral Centre in the village of Wickham, Hampshire. Children mainly use the ground floor rooms. There is a sleep room for babies on the first floor, and a separate room for indoor physical play. Toilet and nappy changing facilities are available on both floors. There is outdoor play provision, of varying surfaces. The grounds include woodland. The provision follows the Montessori ethos. It receives funding for free early education for children aged three and four years. Staff support children with special educational needs and/or disabilities. The provision is registered on the Early Years Register, and on the compulsory part of the Childcare Register. There are currently 63 children on roll in the early years age group. The school is open all year round from 8am to 6pm, Monday to Friday. Children attend full or part-time. There are currently 14 members of staff employed to work with the children. All but two staff hold relevant early years qualifications. One holds early years professional status. The provider is also the manager of the provision.

What the setting needs to do to improve further

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

- extend the children's access to programmable toys and technology equipment, so children are exceptionally well prepared for school or the next steps in their learning.

Inspection judgements

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

Staff are skilled in their teaching. They have a good understanding of the areas of learning and understand the benefits of effective methods used to track children's progress. They use spontaneous and planned observations to securely evidence where children are in their individual development. They then use this knowledge to inform future planning of play activities pertinent to each child. For example, the children used large building bricks to create a house for 'The three little pigs' story and discussed what other materials they might use to build the other houses. The children then recreated the story for other children and staff, acting out the characters in the story.

Staff share each child's development steps regularly with parents using a computer-based system which parents access at any time of the day. Daily sharing of information highlights where children are in their development and what activities parents can use at home to continue to support their children's learning. This communication keeps parents well informed of their children's activities and progress. Children develop the necessary

skills to prepare them in readiness for school. Staff encourage children to participate in extended speaking and listening activities, such as giving instructions and asking questions of other children during play. For example, staff talked to children about road safety while helping to create a series of roadways outdoors to extend children's play on their toy bikes and cars. Such teaching enhances and consolidates children's communication and language skills and supports children in the move from one setting to another.

The children enjoy their time at the provision. They confidently and independently select toys and activities of their choice from those available. They particularly enjoy manipulating paint and materials using various tools and natural materials to develop their physical skills and use their imaginations. Staff extended children's language and mathematical skills by asking thought provoking questions. As a result, children continued exploring with the paint, and created various patterns while describing their size and shape. Children explored with differing textures, freely expressing themselves during painting activities. They started using paint brushes, forming lines and patterns on paper. They extended their own learning and experimented by painting with pine cones and conkers. They eagerly showed off the end results. Such activity showed how children learn to concentrate through having a go at new things and guiding their own play.

During story time, children showed good levels of concentration and enthusiasm while singing songs and participating in letter and sounds activities. This was because staff were enthusiastic in their roles. Their quality of teaching is good. Children benefit from this, and are active learners. The staff celebrate a variety of events and celebrations with the children. They use resources that reflect positive images of diversity to help children gain a better understanding of differences between themselves and others. However, staff do not make good enough provision for children to use and explore programmable toys and technological equipment. This means children do not have sufficient opportunity to develop associated skills, so they are not exceptionally well prepared for the move to school.

Older children enjoy outdoor and physical play. They explore the outdoor woodland area surrounding the provision, which helps them learn a great deal about the natural world around them. The children enjoy growing vegetables and fruit in their gardens, and participate fully in the care of the provision's many pet animals. Such experiences help children learn how living things grow and change, and how to care for them, providing further interesting activities in the good overall programme for understanding the world.

Staff liaise well with children and encourage children's learning through timely and thoughtful interventions in their play. Younger children enjoy exploring with various textures, such as dry and wet sand, beans and rice. They develop their physical and exploratory skills well. All the children explore independently. They played imaginatively with coloured pegs and bricks, made patterns, and counted the size and numbers used. Staff warmly praised them on their attempts, and consolidated their language skills by again repeating the words. This strategy boosts confidence.

Children with special educational needs and/or disabilities are particularly well supported. Adults engage them in very carefully planned activities and effective, targeted strategies, which develop their physical skills and confidence. Staff work closely with parents and a

range of health professionals, so that all children's learning and development needs are met well, whatever their backgrounds and abilities, and they are included in all the activities.

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

Staff understand the value of seeking information from parents about their children before they start at the provision. They gather useful information enabling them to plan relevant activities building on children's interests, stage of development and general care needs. They operate a successful approach in which they allocate all children a staff member who takes a special interest in them and their family. This system works well, ensuring staff identify and meet all children's needs quickly.

Staff understand and value the importance of continually working closely and sensitively with parents while keeping them up to date with their children's progress. Staff help children settle quickly during times of change by providing toys and activities in which the children are interested. Staff understand the need to work closely with other early years settings the children may attend, to ensure that information is exchanged effectively between all carers and parents. Children are happy, confident and familiar with the routine of the day. Staff sensitively respect and adhere to their personal routines. In this way secure emotional attachments are established well. These help develop children's confidence effectively in preparation for the next stage of learning.

Staff create a welcoming environment for children, which is also safe and secure. Staff use the available toys and resources well to help children's all-round development. They support older children's independent skills are well because staff ensure they are able to make choices by themselves. For example, children choose to play and explore indoors or outside, because staff make all areas of learning available for children to access by themselves at all times. Staff do not make technology resources readily accessible to children. This weakness means children cannot choose to use such resources independently to gain and practise their technology skills.

Children's behaviour is good. They are familiar with what is expected of them and if any unwanted behaviour occurs, staff are confident to deal with it swiftly and calmly. Children respond well. Staff praise children on their achievements using positive words such as, 'well done', which help raise children's self-esteem.

Children benefit from time outside in the fresh air while exercising, which helps them learn that this keeps them healthy. Staff oversee children's toileting and personal care routines well. Children actively learn about keeping safe and healthy by participating in daily activities, or planned events. Furthermore, staff are good role models ensuring children consolidate their learning by listening and watching the staff during their daily tasks. For example, children listened to staff who gently reminded them about being careful when playing with water. They explained that water should not be spilt on the floor, because children may slip and hurt themselves.

Children have a clear knowledge of how to eat healthily. They recognised that some food choices are healthier than others. Staff teach children to be independent during snack and mealtimes. Children help themselves to fruit, and pour water from a jug into their cup. Children enjoy the social experiences of mealtimes, because staff engage children in social conversation and teach use of good manners.

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

The safeguarding of children is good. Staff implement the safeguarding and welfare requirements effectively. Staff have a secure understanding of their roles and responsibilities to safeguard children. Furthermore, a clearly written safeguarding policy underpins the successful practice of keeping children safe. The provider/manager implements a robust system to check all staff working with the children are suitable to do so. She undertakes suitability checks, and completes effective recruitment and induction procedures with all staff. For example, she completes regular supervision and appraisals with all staff ensuring their knowledge and skills are up to date, and that they effectively support children in their learning and development.

Staff complete daily risk assessments on all areas used by children, to minimise hazards to them. Staff oversee children's safety well, such as clearing away any water spillages during water play activities so children do not slip. Furthermore, staff supervised children closely, such as when they visited the toilet area to wash their hands before they had lunch. A good range of written policies and procedures, underpin the smooth running of the provision. The provider/ manager keeps required records accurately and methodically. For example, accident records are clearly written, informative and shared confidentially with parents in a timely way.

Partnerships with parents are good. Staff have a good understanding of the importance of keeping parents informed of their children's progress and events during the day. Furthermore, staff display a range of useful information around the provision. Parents spoken to were happy with the service provided. They stated that they feel listened to and kept up to date regarding their child's progress. Staff value the support and input from other professionals to meet the overall needs of children. They have well-established, positive links with the local schools and other early years settings in the area, which children benefit from in support of their next stage in their learning.

The provider/manager is a good role model to staff. She implements effective methods to monitor the staff team's performance and their teaching skills. This is because staff undertake training and work effectively with parents and specialist support professionals. As a result, staff support children's learning and development consistently. Staff provide appropriate play pertinent to individual children while building on their interests. However, while staff use technology during their work to help monitor children's progress, such equipment has not been made readily accessible to the children for use in their self-initiated play. This means that staff cannot be certain that all children have sufficient access to gaining necessary skills in technology.

The provider/manager values the input from parents, staff and children as a way of measuring how well the setting is improving. For example, written questionnaires were presented to parents to gather their ideas and suggestions to improve the service provided. Furthermore, staff hold daily discussions and planned meetings with parents along with staff team meetings and observations of children. These provide information for the provider/manager to use to monitor the effectiveness of the educational programmes. As a result, children benefit well from the continually improving setting.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY477379
Local authority	Hampshire
Inspection number	973817
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	45
Number of children on roll	63
Name of provider	Wickham Montessori School Limited
Date of previous inspection	not applicable
Telephone number	01329609061

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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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