

# Harriet House Montessori School



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

<b>Inspection date</b>	30 January 2017
Previous inspection date	15 October 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children are happy and settled in the nursery. Staff are good role models. Children build good relationships with others and form trusting relationships with staff.
- Children behave well. They develop good friendships and understand how to care for others. Staff effectively use positive encouragement and praise to support children's confidence and self-esteem.
- Staff effectively use observations of children's achievements to identify the next steps in their development.
- Leaders and staff work closely with parents. They provide them with information about their children's progress and how they can complement their learning at home.
- Children make good progress; in particular, they enjoy a range of activities that extends their early literacy skills. For example, older children are confident to link letters and the sounds they make, and younger children make marks in a variety of different ways.
- Leaders and staff effectively use self-evaluation to review practice, set targets and maintain the good level of provision.

### It is not yet outstanding because:

- Staff do not consistently offer children opportunities to develop their understanding of how to operate basic equipment, to help them learn how things work.
- Staff do not seek precise information from parents about what children already know and can do in order to help them swiftly identify their starting points in learning.

## What the setting needs to do to improve further

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

- provide children with more opportunities to use technology in their play and learning, to further support their understanding of the world
- gather more precise information from parents when children first start, so that children's prior achievements can be considered fully when assessing their starting points and inform future planning.

### Inspection activities

- The inspector observed activities in each room and the garden.
- The inspector carried out a joint observation with the manager, and checked evidence of suitability and qualifications of staff working with children.
- The inspector sampled relevant documentation, including children's learning records, planning, and some of the setting's policies and children's records.
- The inspector held meetings with the manager and spoke with staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

### Inspector

Anneliese Fox-Jones

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff complete safeguarding training and have a good understanding of how to keep children safe and the procedure to follow should they have any concerns about a child's welfare. They continue to update their knowledge of changes in safeguarding matters. The use of vigorous recruitment procedures ensures that staff are suitable for their role. Leaders offer effective support, such as through staff observations and appraisals, to ensure staff receive ongoing help in understanding their roles. Parents speak highly of the staff and the provision. They appreciate the care their children receive. Staff have close links with other professionals, in particular with local schools, to ensure children experience a smooth transition when the time comes.

### Quality of teaching, learning and assessment is good

Staff regularly assess the progress of each child. They effectively support children in their learning, for example, by engaging them in conversations and helping children to extend their speaking skills. Children confidently choose an activity and learn about tidying away afterwards, such as returning the equipment to its correct shelving. Children are eager to discover different objects or materials. For instance, younger children have fun investigating winter snow scenes and use chopsticks to explore noodles. Older children have an interest in early literacy. For example, they sound out simple words and find the letters to match. Children enjoy being creative and explore using tools. For example, younger children investigate paint, using brushes and sponges to make patterns.

### Personal development, behaviour and welfare are good

Children flourish in a welcoming learning environment. Staff provide them with a secure base if they become unsure of themselves. Children have good opportunities to exercise and enjoy energetic outdoor play. For example, they confidently climb on large apparatus, balance on blocks and hide from their friends. Staff supervise children well and they complete daily safety checks to ensure children play safely. Children learn to be independent. For instance, they serve themselves at snack times, and older children manage their personal needs effectively. Children learn to value themselves and share special events in their own lives. They enjoy celebrating a range of festivals and cultures.

### Outcomes for children are good

All children, including those who are in receipt of funded education, make good progress. They are growing in confidence and are building effective friendships. They play and explore happily and are keen to learn. Children listen and speak confidently, and eagerly join in with a range of activities. Children learn about the lives of other people and to appreciate the differences and similarities between themselves and others. They are well prepared to move on to the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY462971
<b>Local authority</b>	West Berkshire (Newbury)
<b>Inspection number</b>	1063533
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Harriet House Montessori School Ltd
<b>Registered person unique reference number</b>	RP532623
<b>Date of previous inspection</b>	15 October 2013
<b>Telephone number</b>	07816655979

Harriet House Montessori School registered in 2013. It operates from two log cabins on the Yattendon Estate, near the village of Yattendon, Berkshire. The nursery is open each weekday during school term times from 8.30am until 3.30pm. There is also an extended day on weekdays, apart from Friday, to 5.30pm. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The manager employs 11 members of staff. Of these, seven staff hold early years qualifications ranging from level 3, qualified teacher status and Montessori qualified staff. The nursery also employs an administrator, a cook and a housekeeper.

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