

Wickham Montessori School



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

Inspection date	8 March 2018
Previous inspection date	22 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team is ambitious and has high expectations for children. It evaluates the provision successfully and has clear-targeted plans for ongoing improvement, which take into account the views of staff, children and parents.
- Staff regularly observe children, make accurate assessments and use these to plan for children's individual next steps. All children, including those who have special educational needs, make good progress from their starting points.
- Staff support children's communication and language effectively. They respond positively as babies babble, and offer good support for young children to form sentences. Older children express themselves clearly and confidently.
- Children are extremely happy and settled. From the youngest age, children quickly form excellent emotional attachments with staff and thrive. In the baby room, staff mirror children's routines from home as closely as possible. Staff act as exemplary role models, treating children as individuals and with respect. Children's behaviour is excellent.
- Staff form positive partnerships with parents and other professionals. Staff keep parents fully informed about the progress their child makes, for example, through daily communication and the sharing of development records.

It is not yet outstanding because:

- Although the management team monitors individual children's progress, it does not check the progress different groups of children make, to target early support to narrow any gaps promptly and further extend the rate at which all children make progress.

What the setting needs to do to improve further

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

- analyse different groups of children's progress, to identify any potential patterns and gaps in their learning, to target early intervention to narrow any gaps and further extend children's achievements.

Inspection activities

- The inspector observed children and staff engaged in activities indoors and outdoors, and talked to them at appropriate times.
- The inspector conducted a joint observation with the manager. The inspector met with the manager at appropriate times throughout the inspection, to discuss how she monitors and supports staff.
- The inspector looked at a range of relevant documentation, including policies and children's records.
- The inspector checked evidence of staff suitability and qualifications.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection and from their written comments.

Inspector

Petra Morgan

Inspection findings

Effectiveness of the leadership and management is good

The manager monitors staff practice successfully and encourages regular professional development to improve their skills. For example, following training, staff have increased their knowledge of how to support children's literacy development even more. The management team supports new staff well and ensures their suitability through a thorough induction process. Safeguarding is effective. The management team and staff have a secure knowledge of how to keep children safe. They understand clearly the process to follow should they have a concern about a child's welfare. Staff share information well with other settings children attend. This helps to protect their well-being and complement their learning.

Quality of teaching, learning and assessment is good

Staff plan stimulating activities that encourage children to engage well and solve problems. For example, babies work out how to place bangles on a small wooden pole and toddlers demonstrate perseverance as they fit together jigsaw pieces correctly. Older children press buttons confidently to make a programmable toy move forwards to where they want it to go. Staff provide many different ways for children to be creative and use their imaginations. For instance, older children concentrate well as they create models from boxes, using glue and scissors competently. Staff then encourage children to make up stories about their creations, which supports their literacy development effectively. Staff support children's understanding of the world successfully. For example, children thoroughly enjoy learning words in Mandarin, such as the names of animals.

Personal development, behaviour and welfare are outstanding

Staff care for children in a highly welcoming and nurturing environment. They are extremely caring towards children who are very confident and display extremely high levels of self-esteem. Children have numerous opportunities to be independent and make choices. For example, they serve their own snack onto plates and select activities that staff lay out carefully on low-level shelves. Children develop an excellent understanding of the importance of good health and have abundant opportunities to develop their physical skills. For instance, staff provide nutritious, cooked lunches, and children relish cooking healthy foods and participating in yoga sessions. Babies develop very strong mobility skills as staff very skilfully help them to explore their environment.

Outcomes for children are good

All children develop good skills for the next stage in their learning and their eventual move to school. They are keen to get involved in activities and to explore and investigate. Children count as they play and spontaneously use mathematical language. From a young age, children develop a keen interest in books. Older children learn to use books to find out information and are learning the link between letters and sounds.

Setting details

Unique reference number	EY477379
Local authority	Hampshire
Inspection number	1071860
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	46
Number of children on roll	84
Name of registered person	Wickham Montessori School Limited
Registered person unique reference number	RP910242
Date of previous inspection	22 September 2014
Telephone number	077377 405622

Wickham Montessori School registered in 2014. It operates from Park Place Pastoral Centre in the village of Wickham, Hampshire. The provision follows the Montessori ethos. It receives funding to provide free early education for children aged three and four years. The school is open 51 weeks of the year, from 8am to 6pm on Monday to Friday. There are 17 members of staff. Of these, two hold a qualification at level 6, one holds a qualification at level 5, four hold a qualification at level 4, six hold a qualification at level 3, two hold a qualification at level 2 and two are unqualified.

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