

# Hollybush Montessori School



Sevenoaks Community Centre, Otford Road, Sevenoaks, Kent, TN14 5DN

<b>Inspection date</b>	11 July 2018
Previous inspection date	16 June 2015

<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

- Staff establish positive relationships with children. They visit them at home and get to know them and their individual personalities. This helps children to settle quickly.
- The staff establish good relationships with parents and keep them fully involved. For instance, parents regularly add to their children's learning records.
- Staff effectively support children to prepare for their future move to school. Children develop good early mathematical skills, and they confidently count as they play.
- Children have good opportunities to learn about other people's similarities and differences in the wider world. For example, they learn languages, such as French.
- The manager and staff effectively evaluate their practice. They hold daily evaluation meetings to discuss the day's events and how well they engaged children. They use the feedback to support their future practice.
- Children are independent, they make choices in their play and find their own belongings with confidence.

### It is not yet outstanding because:

- Systems for analysing the progress made by different groups of children are not fully embedded.
- Staff do not make the most out of opportunities for children to develop their creative skills and freely express themselves even further.

## What the setting needs to do to improve further

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

- enhance the systems to monitor the progress of different groups of children to increase the potential for them to achieve at the highest possible levels
- extend children's opportunities to develop their creative skills to freely express their own ideas more independently and extensively.

### Inspection activities

- The inspector observed staff interacting with the children.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including a sample of policies and procedures, risk assessments and staff training records.
- The inspector spoke to children, parents and staff and took their views into consideration.
- The inspector carried out a joint observation with the manager.

### Inspector

Kelly Hawkins

## Inspection findings

### Effectiveness of the leadership and management is good

The manager closely monitors the quality of care and teaching that staff provide the children. For example, she holds one-to-one meetings with staff to discuss their practice, and sets challenging targets for staff to meet to continue to develop their performance. All staff attend a good range of beneficial training to build on their skills and knowledge even further. For instance, they have learned about the different ways to support children to communicate, such as using simple signing. Staff establish positive relationships with other early years professionals. For example, they share children's achievements with other settings that children also attend. This helps to provide a consistent approach to children's shared care and development, and has a positive impact on children's learning outcomes. Safeguarding is effective. The manager and staff have a good knowledge of the safeguarding procedures to follow to help protect children's safety and welfare. Children learn how to remain safe. For example, they learn how to cross the road safely and discuss the role of the emergency services.

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

Staff closely monitor and track children's individual progress. This enables them to promptly highlight and close any gaps in children's individual development. Staff skilfully build on children's interests and ideas well. For instance, children who are fascinated by modes of transport, go on to categorise the different transports in their correct environments, such as boats on a picture of the sea and rockets on a picture of space. Staff support children's communication skills well. For instance, they respectfully reinforce the correct pronunciation of words.

### Personal development, behaviour and welfare are good

Staff are positive role models and children are polite and behave well. Children remind each other of the rules and enjoy working together as a team as they help each other to complete tasks. Children have good opportunities to learn about the importance of healthy eating. For example, they enjoy making healthy food, such as baking home-made bread and making fruit kebabs and salads. Children have good opportunities to challenge their physical skills, and they confidently balance on interesting equipment, such as stilts.

### Outcomes for children are good

All children, including those who speak English as an additional language, make good progress in relation to their starting points. Children develop good early reading skills. For example, younger children enjoy exploring reading materials. Older children confidently read simple sentences. Children gain good hand-to-eye coordination skills as they enjoy activities such as transporting beads using tweezers. This helps to support their early writing skills as they use one-handed tools with good control.

## Setting details

<b>Unique reference number</b>	EY280814
<b>Local authority</b>	Kent
<b>Inspection number</b>	1091909
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Delphine Natalie Otto-Bruch
<b>Registered person unique reference number</b>	RP513250
<b>Date of previous inspection</b>	16 June 2015
<b>Telephone number</b>	07984 133318 (Mobile)

Hollybush Montessori School registered in 2004 and is open Monday, Wednesday, Thursday and Friday from 9.30am until 12.30pm and Tuesday from 9.30am to 3pm. Every third Thursday of the month the setting operates from 9.30am to midday. The provider receives funding to provide free early education for two-, three- and four-year-old children. The setting employs five members of staff, four of whom hold a relevant early years qualification at level 4 or above. This includes one member of staff who holds qualified teacher status. The setting follows the Montessori educational philosophy.

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