

# Inspection of The Beehive Montessori

Village Hall, Southwood Road, Shalden, Alton, Hampshire GU34 4DX

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Inspection date: 10 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## What is it like to attend this early years setting?

### The provision is good

Children are very happy and secure, and thoroughly enjoy their time at the setting. Staff provide a range of activities that is in line with the Montessori approach, to meet children's individual needs. They provide a stimulating environment and encourage children to choose their own activities. Children are well motivated and make good progress from their developmental starting points. Children's understanding of the natural world is fostered effectively through a range of activities, such as picking apples from the trees, looking for bugs in the garden and reading about them in books. Children's needs are met effectively by sensitive staff. For example, flexible settling-in sessions are offered to help children adjust to the setting. Children are motivated and enjoy coming into pre-school. Staff use an effective planning system to respond to children's interests daily, therefore assisting them to engage in their learning more. Children behave well. They thrive in the calm atmosphere at the setting and develop good skills for learning. Children show confidence and independence when accessing the environment, both indoors and outdoors. They develop their risk taking and problem-solving skills together as they negotiate balancing and climbing equipment. This helps to promote their good coordination and persistence.

### What does the early years setting do well and what does it need to do better?

- Staff engage children in interactions that support their growing curiosity and wonder in the world. For example, young children explore rainbows of light that shine through the setting's window.
- Key persons work alongside parents to complete initial assessments to ensure children's starting points are clear from the beginning. They gather a wealth of information about children's likes, dislikes and daily routines. This ensures that staff fully understand children's individual needs.
- Parents are very complimentary about the setting. They comment that the staff are supportive towards the whole family and know their individual children very well.
- Staff are caring, sensitive and nurturing. They quickly respond to children's needs. For instance, young children who are unsettled are quickly provided with cuddles, reassurance and soothing words. As a result, children settle quickly and form secure relationships with their key person. This helps to promote children's emotional well-being.
- There are strong partnerships with external agencies, such as health visitors and other professionals. Staff work closely to share information about children's care and learning. This provides effective continuity for children, including those with special educational needs and/or disabilities.
- Staff provide clear guidance for children about what is acceptable behaviour. They successfully promote children's good behaviour. Staff encourage children

to share, take turns and play cooperatively together.

- Although staff engage in professional development, this is not yet sufficiently focused on what newer staff members need to do to enhance their teaching practice further.
- Older children use mathematical language, count and solve problems as they play.
- Children have a wide range of opportunities to respect and understand the similarities and differences of people around them. For example, staff listen to children, treat them as unique individuals and encourage them to share their cultures and traditions.
- Staff support children to read. A range of fiction and non-fiction texts are found all around the pre-school. Children use these as part of their play. Furthermore, a series of photographic books are available for children to look at. These show photographs of the pre-school so children can share daily experiences with their families, increasing communication and language skills.
- The manager and staff are enthusiastic, nurturing and positive. Staff conduct home visits and gather information from parents as children start the setting. They get to know children extremely well and help them form strong relationships.
- The committed and experienced staff team is reflective and continuously looks how it can improve the service offered to children and their families. It has high expectations and works closely with parents to consistently support good outcomes for children. For example, it has introduced a lending library for children to borrow books. Children share these with their families to encourage an early love of reading.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are vigilant and have a clear understanding of their roles and responsibilities. They have a good knowledge of the possible signs of abuse and fully understand the procedures to follow should they have any concerns about a child's welfare. Staff undertake regular child protection training to keep their knowledge and skills up to date. They complete daily risk assessments and carry out regular fire evacuations to help children know what to do in an emergency. Recruitment and induction systems are robust. They ensure staff are suitable and have a secure knowledge of their roles and responsibilities.

## What does the setting need to do to improve?

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

- support all staff members to make the most of opportunities for continued professional development to improve the quality of teaching even further.

## Setting details

<b>Unique reference number</b>	EY365468
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10108674
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	The Beehive Montessori Partnership
<b>Registered person unique reference number</b>	RP527481
<b>Telephone number</b>	01420 542416
<b>Date of previous inspection</b>	5 June 2015

## Information about this early years setting

The Beehive Montessori registered in 2007. It is located in Shalden, near Alton in Hampshire. The pre-school follows the Montessori teaching philosophy. It is open during term time only, on Monday to Friday from 9am to 3pm. There are five members of staff, three of whom hold relevant qualifications between level 3 and level 6. The pre-school receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Nina Lambkin

## Inspection activities

- The inspector completed a learning walk with the manager and discussed the process of evaluation and the current areas identified for improvement.
- The inspector observed the teaching and learning in both the indoor and the outdoor environment and the impact this has on the development of the children. The inspector spoke directly to parents and took their comments into consideration.
- The inspector held discussions with staff and the children at appropriate times. The inspector also spoke to staff about their knowledge of safeguarding and the procedures in place for reporting any concerns.
- The inspector completed a joint observation with the manager and held a leadership meeting with the manager and senior staff.
- The inspector sampled a range of documentation, including suitability checks, children's developmental records and recruitment files.

We carried out this inspection 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.

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