

Inspection of Meon Springs Montessori – Kilmeston

Kilmeston Village Hall, Kilmeston Road, Kilmeston, ALRESFORD, Hampshire SO24
0NW

Inspection date: 11 September 2019

| | |
|----------------------------------------------|--------------------|
| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Outstanding |
| Personal development | Outstanding |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Inadequate |

What is it like to attend this early years setting?

The provision is good

The owner is passionate about offering quality care and education to young children. Her ethos is very evident to the inspector, offering a blended mix of play and learning activities based on the Montessori philosophy. Staff place high emphasis on children learning key personal independence skills. The cohesive team creates an intimate, family atmosphere in which new children quickly settle. The owner takes her role as provider extremely seriously, and since the last inspection she has ensured the weaknesses identified have been fully addressed.

Relationships with all staff, parents and children are strong on all levels. For example, the cook is greeted each day with excited hugs and shrieks from the children when she arrives to cook their nutritious, hot meal.

Children have lots of fun and exciting play opportunities at this nurturing pre-school. They feel very safe, develop high levels of confidence and exemplary behaviour. Children are extremely well-motivated to learn. Each day they relish the well-planned play experiences on offer to them, such as the outings in the local village. Children show a zest for learning and rise to the challenges which are expected of them by the well-trained staff. They demonstrate they are well placed to be successful in their future lives.

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

- Children are extremely enthusiastic learners. They enjoy the highly stimulating environment, which staff plan very well to match children's learning needs. Children are busy and curious, selecting activities of their choosing as soon as they arrive, such as books and imaginative play in the home corner.
- Staff are knowledgeable about how children learn and are skilled teachers. They implement thrilling activities that build on what children know and can do. For example, children enthusiastically get ready for gardening club. They put on their wellington boots and waterproofs with minimal help and recall the safety and behaviour rules with ease and knowledge.
- Staff support children's emotional well-being to a consistently high level. They use expert strategies, such as enjoyable animal stories, to help children understand about feelings and different behaviours. Staff are very sensitive to children's and parents' needs. They fully understand child separation anxiety and make sure their key-person system successfully supports new children to leave their main carer. Staff show skilled interactions with children and parents at this time.
- Parents' feedback is highly complimentary. They talk of the great benefits children gain by attending pre-school and of the strong communication with the staff team. Parents are particularly pleased with how well the staff prepare children emotionally for their move to school. For example, two-year-olds are

called 'caterpillars' when they start and then move on to being 'butterflies'. Children grow caterpillars and butterflies in the summer and go to the woods and set the butterflies free. This is timed beautifully with children leaving and moving on to school, accompanied by the leavers' 'Hungry caterpillar' assembly for parents.

- The staff place strong emphasis on children acquiring good speech and language skills. For example, children frequently recite songs during outings and recall elements of favourite books such as 'The Gruffalo' when they talk imaginatively about what they see on a walk. Staff model vocabulary and language well and develop children's critical thinking skills by asking varied questions.
- The provider and the manager ensure staff have plenty of opportunities to develop their knowledge and practice. Staff are given coaching support when training for level 3 qualifications in early years and are encouraged to bring in their ideas to enhance the learning environment. During their regular supervision meetings, staff discuss many aspects of their job including their well-being. However, their teaching targets are not specifically tailored to making sure the quality of education is of the highest quality, for example to improve the minor weaknesses in the implementation and impact of whole-group teaching activities.

Safeguarding

The arrangements for safeguarding are effective.

The provider places a strong focus on monitoring staff and ensuring they follow correct child protection procedures. All staff have been re-trained to understand the procedures they must follow if they are concerned about a child's welfare or are worried about an adult. They are knowledgeable about wider safeguarding issues such as families with extreme views and illegal cultural practices on females. The provider uses her previous experience as a human resources manager to help her follow clear safer recruitment procedures. Any gaps in employment or discrepancies are followed up, which helps to ensure all staff are suitable for their role.

What does the setting need to do to improve?

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

- strengthen the monitoring and evaluation of whole-group teaching activities to ensure they are of the highest quality and children receive the very best challenges in learning.

Setting details

| | |
|--------------------------------------------------|-----------------------------------------------------|
| Unique reference number | EY540307 |
| Local authority | Hampshire |
| Inspection number | 10103235 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Full day care |
| Age range of children | 2 to 4 |
| Total number of places | 18 |
| Number of children on roll | 20 |
| Name of registered person | O'Reilly, Gemma Jean Kate |
| Registered person unique reference number | RP516307 |
| Telephone number | 07779780228 |
| Date of previous inspection | 4 April 2019 |

Information about this early years setting

Meon Springs Montessori - Kilmeston registered in 2017. The setting operates during term time, Monday to Friday from 8.30am until 3pm. The provider and the manager hold childcare qualifications at level 3. Two other members of staff are qualified at level 3 and another member of staff has attained a childcare qualification at level 2. There is also an early years apprentice who works with children. A chef works with children at lunchtime. The setting is in receipt of funding for the provision of early years education for children aged two, three and four years.

Information about this inspection

Inspector

Lorraine Wardlaw

Inspection activities

- The inspector conducted a learning walk with the manager and provider.
- The inspector gained feedback from parents.
- The inspector went on an outing with staff and children to the pre-school allotment and observed children's play activities.
- The inspector conducted a joint observation with the manager and had a leadership and management discussion with the provider.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019