

Inspection of Jane's House Montessori

Wash Common Community Centre, Glendale Avenue, Newbury, Berkshire RG14 6TL

Inspection date: 19 October 2021

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy attending this warm, inclusive and welcoming pre-school. They show they are happy, settle well and develop strong relationships with nurturing staff. Children form firm friendships and learn to share, cooperate and resolve conflicts calmly. They listen and respond to instructions well and take turns during group activities, gaining increasing confidence in their abilities. Children develop effective language and communication skills. They listen attentively to staff as they read stories and enjoy singing familiar nursery rhymes. Older children make patterns in sand, identifying letter shapes and sounds. Staff skilfully use spontaneous activities to support children to extend their mathematical knowledge and develop social skills. For example, children are supported to predict how many more scoops of soil they will need to fill their buckets. They respond quickly to the challenge and test their estimations, until their buckets are full.

The well-organised environment promotes children's natural curiosity and eagerness to learn. Staff teach children how to carefully manage risk, and children successfully learn how to do things safely for themselves. For example, they use real tools, such as hammers, with skill and precision. They imaginatively create patterns in a pumpkin with small pegs, showing high levels of resilience and great determination to complete the set task. Children who prefer to learn outdoors enthusiastically access a wide range of resources and activities that capture their interests. Children race their bicycles and scooters around a track, negotiating the space well. They share these popular resources with their friends, using a sand timer to make sure everyone gets a turn.

Despite the restrictions of COVID-19, staff have used innovative ways to keep parents fully informed about what their children are doing at pre-school. For example, the provider posts 'Focus Friday' instructional video clips and shares activity ideas with parents on how to support children's learning at home.

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

- Staff have a clear vision of what they want children to achieve. Overall, children benefit from an interesting and well-balanced curriculum. All staff hold high expectations for every child and understand well what children should learn next and how this can be achieved. Staff deliver a clear and intuitive programme of learning that progressively builds on children's interests effectively. Children develop a wide range of skills in readiness for their move to the next stage in their education.
- Overall, children have good opportunities to play freely and lead their own play. This is particularly evident outdoors, where children become deeply engaged in

exploration and investigation. However, indoors, children sometimes wait for staff to initiate support at activities or to give them ideas on what to do next. Nevertheless, children become excited by opportunities to care for the stick insect. They work cooperatively with their peers to copy complex patterns, showing good attention to matching coloured bricks in ascending patterns, making a tall tower.

- The provider is a strong role model to staff. She uses her experience and deep understanding of how children learn to help all children achieve well. She liaises with other professionals, including speech and language therapists, to ensure children receive timely support and that no child is left behind. All children, including those with special educational needs and/or disabilities and children in receipt of additional funding, make good progress.
- Staff promote children's positive and respectful behaviour through example. Children are actively encouraged to express their thoughts and feelings, and staff listen and show that they value what children say. Children show high levels of self-esteem and good independence skills. They behave well and are respectful of their environment. Children contribute strongly to the smooth running of the pre-school. They put away resources without prompting and attend to simple tasks, such as washing up their plates and cups after snack time.
- Children are cared for by a well-qualified and experienced team that is committed to doing the best for the children and families who attend. The provider diligently helps staff manage their workload and prioritises their health and well-being. She ensures good opportunities for staff to develop their teaching skills, through role modelling and 'in the moment' support and guidance. Staff are keen to extend their qualifications further and proactive in accessing online training to develop their wide range of existing skills.
- Partnerships with parents and carers are strong. They speak very highly about the friendly staff team and value the regular information and the ideas for them to help with their children's learning at home. The provider gathers and acts on parents' and carers' views well, to improve the service she offers. For example, she has introduced a wider range of healthy fruit options at snack time, which supports children's understanding of healthy lifestyles well. However, while partnerships overall support good information-sharing, relationships with local schools and other childcare providers are less developed.

Safeguarding

The arrangements for safeguarding are effective.

Staff can identify the signs and symptoms of abuse and know the action to take if they have a concern about a child. They have a secure knowledge of the setting's whistle-blowing policy if they are concerned about the behaviour of another adult. Staff regularly update and refresh their knowledge and understanding about safeguarding, including wider issues such as extreme beliefs. The provider assures staff's initial and continued suitability through robust checks. Effective staff deployment ensures that children are well supervised, with children's safety given

high priority. For example, staff provide reassurance and guidance to children as they scale challenging climbing equipment outside.

What does the setting need to do to improve?

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

- review staff's intent for the indoor curriculum so that children are able to explore and to investigate resources in a way that supports them to develop their thinking skills and own ideas during these times
- strengthen partnership working with other early years providers and local schools to promote consistency in learning between settings.

Setting details

Unique reference number	EY563341
Local authority	West Berkshire
Inspection number	10191074
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	21
Name of registered person	Lalatigs Limited
Registered person unique reference number	RP537837
Telephone number	07738969358
Date of previous inspection	Not applicable

Information about this early years setting

Jane's House Montessori registered in 2018. It is located in the Wash Common area of Newbury, West Berkshire. The pre-school opens for four days a week during school term times, with additional sessions during some holidays. Sessions are from 9.15am to 2.45pm on Monday, Tuesday and Thursday, and from 9.15am until 1.15pm on Wednesday. The pre-school employs six members of staff. Five staff hold recognised early years childcare qualifications up to level 3. The manager and a further member of staff hold Montessori qualifications at level 4. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melissa Cox

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the pre-school.
- The manager and the inspector had a learning walk together around all areas of the pre-school and discussed the early years curriculum.
- The manager and the inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the manager and the staff throughout the inspection. She looked at relevant documents, including qualifications, first-aid certificates and evidence of the suitability of those working with children.
- The inspector spoke to parents and carers and took account of their views. She spoke to children about their experiences in the pre-school and considered their views.

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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