

Hare Hatch Montessori

Inspection report for early years provision

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Inspector Anne Jeanette Faithfull

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Hare Hatch Montessori Nursery School registered in 1995. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is a privately owned nursery and operates from the village hall in Hare Hatch, Berkshire. Children attend from the local surrounding areas. The nursery has access to a large hall, small room, kitchen and cloakroom facilities. There is a large secure garden available for outdoor play. The nursery is open five days a week during school term times. Sessions are from 08:45 until 15:00. Children attend for a variety of sessions.

There are currently 44 children on roll, all of whom are within the early years age range. The nursery is in receipt of funding and follows the Montessori ethos. The nursery is registered for 26 children on the Early Years Register. The nursery is able to support children with learning difficulties and disabilities and children who speak English as an additional language. There are nine staff members employed to work directly with the children, all staff hold relevant early years qualifications including one member of staff who holds an Early Years Professional Status qualification.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. Children thrive in this wonderful and truly inspirational learning environment. The highly dedicated and totally committed staff team clearly recognises and fully respects the individual qualities and uniqueness of each child. There are excellent robust systems in place to ensure children's safety and welfare at all times. Staff through their on going evaluation and daily reflective practice ensure areas for development are continually identified and acted on in response to meeting children's and parents' needs.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to develop the self-evaluation systems in place to further promote excellent outcomes for children

The leadership and management of the early years provision

Children benefit from the excellent and very knowledgeable staff team in place, many of whom have worked at the setting for a number of years. Robust recruitment procedures and the staff appraisal systems in place mean that children benefit from a continually improving staff team. All staff at the setting are totally dedicated to further improvement and development and the highly skilled

management team in place supports their on going development with training opportunities. All the staff strive to continually improve and develop the setting to ensure children experience an outstanding learning environment where they effectively use the Montessori ethos to enable children to become independent learners at an early age. The management team and staff continually evaluate the provision in a variety of ways including daily reflective practice and a new evaluation system is being implemented to further ensure the on-going improvement and development of the provision. All recommendations from the last inspection have been addressed.

Parents are heavily involved in the initial and ongoing assessment procedures. There are systems in place for them to meet regularly with their child's key person, discuss and agree next steps for development and monitor their child's ongoing progress. Parents comment on how happy and secure their children are within the setting and how the staff ensure children are nurtured in a calm and caring environment. Excellent systems are in place to share information, knowledge and expertise with other early years professionals, fully supporting children's individual needs, continuity and progression. Excellent procedures are implemented to fully safeguard children as staff have a secure working knowledge of child protection issues. Procedures, such as the arrival and collection of children and monitoring of visitors, ensure children are protected across the sessions and high quality risk assessments relating to indoors and outdoors ensure children's safety remains a priority at all times.

The quality and standards of the early years provision

Staff know children exceptionally well and excellent relationships are established and maintained. Robust systems to continually assess children's ongoing progress and identify individual targets, together with highly effective communication between the staff team, enables staff to ensure each child's individual learning needs are met. Consequently, children develop at their own pace and much of their learning is promoted through independent play. The exceptional organisation and arrangement of the environment both indoors and outdoors enables children to access all areas of learning freely. Children develop excellent levels in independence as they choose their own resources and activities, which are linked to the Montessori ethos and their own ideas and interests. Children develop very strong attitudes towards learning in the calm atmosphere where staff support children in making decisions for themselves. They display extremely high levels of confidence and independence, for example deciding when to have their snack, showing a strong sense of belonging and responsibility within the group. The daily helping hands board encourages children to choose a job for instance, watering the plants, feeding the birds or helping to clean the tables for lunchtime. Staff continually extend children's learning throughout the day. They ask children questions about their weekend and the places they have visited and children are encouraged to think about the items they will need to make a barn for the farm animals.

Children thoroughly enjoy and readily participate in the singing and music session where they can each choose the musical instrument they wish to use from a wide

selection of instruments from around the world. They develop their senses in the sensory garden and their physical skills are fully promoted as they use an exceptional natural range of outdoor equipment, which they climb, play and balance on. They enjoy getting around the garden using other equipment for instance, the space hoppers. Children's imagination and creative skills are thoroughly explored as they have opportunities to build towers out of a range of resources, including feathers and glitter and they readily become involved in the stories from the story sack. The project of cold weather enables children to talk about the animals that live in the cold and experience and talk about different items they find frozen in ice or floating in the cold water tray. Children readily count using everyday routines and staff provide a excellent variety of different ways for children to use and recognise numbers such as toy sacks in the shed. These are labelled with numbers and the children tell the staff the number of the toy sack they wish to use outside. The group is very well resourced and provides children with resources made from natural materials for example, wooden mushrooms they can sit on outside and children can access resources such as computers and cameras to enhance their life skills and contribute towards their economic well-being.

Children are protected from the spread of cross infection due to the staff's continual vigilance and the parents' daily notice board, which informs them of any cases of infection such as, chicken pox. Children are very aware of hygiene issues and enjoy helping the staff clean the tables for lunch with their own children's anti-bacterial spray. The snack corner enables children to make healthy choices, increases their independent skills, for example, every child is aware and readily without prompts from staff washes up their own cup and plate. Children are cared for in a safe and supportive environment where their individual needs and abilities are nurtured. Their welfare is exceptionally well promoted through the highly effective implementation and consistent monitoring of policies, procedures and practice that are individual to the group. A strong emphasis is placed on helping children learn how to keep safe. Children thoroughly enjoy completing their own risk assessments of the outdoor areas, using photos of areas and items to be checked and they record on the board if the item or area is safe for them to use. They also regularly participate in the emergency evacuation procedure to ensure they are all aware of the steps to take.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.