



Hartley House Montessori

Inspection report for early years provision

Unique Reference Number EY298336
Inspection date 20 June 2005
Inspector Judith Reed

Setting Address Winchester Lido Sports Association, Hyde Church Lane,
Winchester, Hampshire, SO23 7DZ

Telephone number

E-mail

Registered person Hartley House Montessori LTD.

Type of inspection Integrated

Type of care Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Hartley House Montessori is one of three settings run by Hartley House Montessori Ltd. It opened in 1996 and re registered under the current ownership in 2004. The group has self contained, sole use area within Winchester Lido Sports Association which is in a residential area of Winchester. A maximum of 26 children may attend at any one time. There is sessional and full day care all year around as well as before and after school care. The setting is open from 8.00 to 18.00 each weekday.

There are currently 87 children aged from 2 to under 8 years on roll. Of these 37 children receive funding for nursery education. The setting currently supports some children with special needs, and also supports children who speak English as an additional language.

The setting employs nine staff as well as temporary cover. Five members of staff hold appropriate early years qualifications.

The setting adopts the Montessori method of teaching and has received accreditation from Montessori Education UK.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are encouraged to access a choice of drinks and healthy fruit snacks during the sessions. However they are not observed at all times and some children choose not to have a drink or wash their hands before eating. During lunchtime children eat food brought from home. Children attending the Early Bird Club and Tea Club are offered a range of healthy and nutritious food.

Children are able to use the toilets independently but are not observed by staff and are at risk from infection due to following poor hygiene standards. Children are encouraged to be independent and care for themselves at all times, cleaning tables, sweeping up spilt sand and finding sun hats when necessary. Children are made aware of safety matters at all times and learn how to keep themselves safe. They are given responsible tasks of carrying water, and tidying away equipment which are carried out to a high standard. Older children are encouraged to support less able children for example helping put a cold compress on a bump.

Children enjoy many opportunities during each day to play outside with a range of equipment and toys. They are able to access a low level adventurous climbing wall and benefit from the choice of activities offered including sand play, water play and play house imaginary play. Children learn about growing flowers, vegetables and grass as well as caring for their environment through regular visits to their allotment.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are secure and confident in the well organised environment. Children enter confidently and are individually welcomed by name.

Children help themselves from a wide range of Montessori equipment which is stored on accessible, low level shelves around the room. When playing outside the children freely access toys stored in the play house. Children learn to be independent, help themselves and tidy away equipment after use. A number of low level tables and chairs are available around the room. When these tables are occupied children take

small mats from a pile and play on the floor. They treat each other's space with respect.

Children attending the Tea club are collected from school by staff walking to the centre or travelling by the settings own bus. They are safely escorted at all times. Older children attending the Early Bird Club are walked to a local school.

The Head Teacher has an understanding of child protection procedures and displays relevant information for all staff in the office, this ensures the children's welfare is safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children are busy and well occupied during their time at the setting. They take part in a wide range of activities and self select from the extensive choice of Montessori equipment available. Some children concentrate for long periods on one activity such as drawing a picture, cutting and sticking pieces of paper together with sticky tape. Children enjoy group circle time and sing action songs together.

Nursery Education.

The quality of teaching and children's learning are good. The trained staff follow the Montessori philosophy of following the child and encouraging independence. They support the children's developing self esteem as well as concentration skills. The well prepared learning environment encourages children to choose an activity from the shelves and carry out the task to completion. Most children are motivated and choose their own activity moving regularly from one area of learning to another. For example drawing a picture and putting it in their folder, then moving to the tray of magnets, and on to the building blocks to play with another child.

Children develop good relationships and are actively involved in their learning. Most children are confident, take initiative and behave well. They appreciate artefacts from other cultures and learn about the wider world. The trained staff make regular assessments and observations of the children and note progress on the individual assessment sheets. Most children make good progress across the six areas of learning, although children do not fully understand the need for keeping healthy.

Children enjoy exploring objects in the many practical activities provided. They choose appropriate materials and use tools competently. For example pipettes are used to transfer water from bowl to bowl. When entering the setting many children choose paper from the tray and pencils and pens in pots. These are taken to tables while drawing and returned afterwards. Children also help themselves to scissors, sticky tape and glue, together with cut paper shapes to make collage pictures. All pictures are put into their personal folders when finished or laid on shelves to dry. Most children make an attempt at writing their names on their work. Children use their imagination to create scenarios with toy animals and building blocks. They create familiar items from other toys such as a clock from the magnets. Staff encourage more able children to stretch themselves with maths activities of "taking

away" or spelling simple words with letters and pictures.

Helping children make a positive contribution

The provision is satisfactory.

Children are treated as individuals learn to respect one another, the staff and the equipment. Good behaviour is praised and encouraged and children are reminded to be careful and kind to one another. Children's spiritual, moral, social and cultural development is fostered.

Staff build open relationships with parents and invite them to parents evenings every term. They discuss children's progress together with their individual learning plans. This enables parents to support children's learning and development at home. Parents talk to staff when children enter the building and information is entered in the day book. This information is not always passed on the other staff or followed up promptly. Parents are given a booklet about the policies and procedures within the setting. The overall quality of the partnership with parents and carers is good.

Children with special needs are well integrated within the setting, however not all staff are up to date with special needs training and information. All children have individual learning plans and staff are supported by an area special needs coordinator.

Organisation

The organisation is satisfactory.

The premises are well organised and space is laid out to maximise play and learning opportunities for children.

All required documentation is in place, although accidents are not always recorded for parents information, therefore children are not safeguarded at all times.

The head teacher is well qualified and experienced in caring for children. However some other staff are currently working on a temporary basis and are not up to date with all the necessary procedures and training within the setting therefore children's care is not consistent. Organisation and staffing during the lunchtime period results in poor supervision of children. Overall, children's needs are met.

The quality of leadership and management of the nursery education is satisfactory and permanent staff work hard to support the individual needs of all the children. However temporary staff are not always kept informed about children's requirements. Overall management encourage staff training and staff attend short courses as well as Montessori training.

Improvements since the last inspection

Staff were required to keep a fire log, records are now available of each fire drill. All children and staff are noted and a brief summary of the drill is completed to ensure

everyone's safety.

Complaints since the last inspection

There are no complaints to report.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure procedures for good health and hygiene are adhered to at all times
- ensure all accidents are recorded and parents acknowledgement is obtained
- ensure all staff have relevant induction

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop children's understanding of how to stay healthy

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