

# Hartley House Montessori

Inspection report for early years provision

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**Unique reference number** EY298336  
**Inspection date** 11/02/2009  
**Inspector** Alison Jane Kaplonek

**Setting address** The Lido, Worthy Lane, Winchester, SO23 7DZ

**Telephone number** 01962 855412  
**Email** info@hartley-house.co.uk  
**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

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 provider is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The group has a 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 after school care. The setting is open from 9.00 to 18.00 each weekday. The premises are accessible via steps to the front door.

There are currently 23 children in the early years age group on roll. The setting currently supports some children with special needs, and also supports children who speak English as an additional language.

The setting employs seven staff, two of whom work full time and the other five who are part time. Three members of staff hold appropriate early years qualifications. The setting receives support from the local authority.

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

## Overall effectiveness of the early years provision

Children's welfare and learning needs are generally well met. Most children are happy and settled and enjoy their time at the setting, making sound progress in their learning. They have easy access to resources and many are confident and have high self-esteem. Some of the boys however, are less involved and their learning lacks challenge. Although some improvements have been made since the last inspection, the systems for self-evaluation are not yet robust enough to ensure all areas for improvement are identified.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop and implement a self-evaluation system, to monitor the provision and outcomes for children. Ensure areas for improvement are easily identified to enable continuous improvement.
- maintain an up to date record of risk assessments for the premises, equipment and outings, to ensure children's health and safety is fully promoted.
- plan activities to further enhance the provision for outside play, energetic play and to increase children's use of ICT to extend and challenge their learning, with particular regard to provision for boys.

- ensure effective continuity and progression by sharing relevant information with other settings or schools which children may attend.

## **The leadership and management of the early years provision**

Staff organise the environment to ensure that children can gain easy access to the good range of resources. Risk assessments take place, but are not always kept up to date to ensure children's health and safety is fully promoted. A range of policies and procedures are in place and signed by all staff. Regular daily discussions, newsletters, copies of planning and a range of notices on the board ensure that parents are informed of their child's daily routine and the activities they have taken part in.

Management ensure that staff are appropriately vetted and that induction procedures are in place to ensure all adults working with children are suitable to do so. All staff are encouraged to access suitable training. They are aware of their roles and responsibilities each day. Although some children in the early years age group are collected from local schools to attend the activity club, there are no links with these other settings to ensure effective continuity and progression.

## **The quality and standards of the early years provision**

Overall the quality of the provision is satisfactory. Most children are happy, settled and confident. They quickly settle to the routines of the day, and independently make choices from the resources available. They learn to share and take turns and are good at helping to tidy away when they have finished with a particular activity. However, some children find it harder to focus on activities or settle into a routine. Activities planned cover all the areas of learning and clearly link the Montessori approach to the Early Years Foundation Stage, although the provision in some areas is given less emphasis than others.

Children behave well and respond to reminders from staff to wash their hands or not to run in the hall. They are independent and get their own snack or wipe up water they have split. They enjoy stories or counting songs during circle time and most join in with confidence. Children's numeracy is given good emphasis and the majority of children use mathematical language such as long, short, more than and less than, with ease. Children enjoy their outside play as they balance on the tyres or sweep the rain water down the drain. However, this physical or energetic play is not always planned so sometimes lacks interest or challenge. Children independently access the tape machine and headphones and become absorbed as they listen to a story. They have access to a limited range of other programmable toys which stimulate their interest in technology. They enjoy craft activities and use their imaginations well as they mould the clay into their own designs or make a collage picture with glue and sequins.

Children help themselves to snack and drinks when they wish. Parents provide a packed lunch for each child and the children enjoy the social interaction as they sit and eat together. They freely access the cloakroom and see to their own personal

needs. They know they must wash their hands before eating or after using the toilets. Documentation is in place which informs staff of any health or dietary issues children may have and records are kept of accidents or any medication administered. Children's safety is assured as staff close stair gates behind them and ensure that all visitors to the setting sign in and out. Staff are clear about the procedures to follow should they have any child protection concerns regarding the children in their care. There is a named person in the setting who is responsible for children's health and safety, behaviour management, child protection and children with any particular needs.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

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](http://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 registration or 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.