

Hartley House Montessori

The Lido, Worthy Lane, Winchester, SO23 7DZ

Inspection date	19/03/2014
Previous inspection date	11/02/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Well-trained staff make frequent observations and reflect on children's achievements. This supports the planning and delivery of good quality teaching so that children develop skills across all areas of learning and development.
- Staff work well with external agencies and are quick to secure timely interventions to ensure that children close any gaps or delays in their learning.
- Children settle in quickly, learn increasing independence in the management of their personal needs, and develop very good personal, social and communication skills.
- Leadership and management of the nursery is good with a clear and supportive structure and division of responsibilities so that all children's needs are met effectively.

It is not yet outstanding because

- Opportunities for this new team to share their ideas and next steps across the staff are not fully established.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed a wide range of activities across all areas of the nursery and talked with staff and children about what they were doing.
The inspector reviewed documents and procedures relating to safeguarding,
- staffing, supervision, risk assessment, health and safety and checked a selection of other policies.
The inspector sampled children's records maintained by each key person, and
- looked at the nursery's systems for planning, evaluating and sharing progress with parents.
- The inspector took account of the views of parents spoken to on the day.
- The inspector met with the leadership team and observed practice with the manager.

Inspector

Helen Robinshaw

Full report

Information about the setting

Hartley House Montessori registered in 2005. It is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery is one of two settings run by Hartley House Montessori Ltd. The nursery meets in a self-contained area within Winchester Lido Sports Association, which is in a residential area of Winchester. Children have sole use of a secure outside play area. The nursery operates each week day from 8am to 6pm throughout the year. Children may attend for sessional or full day care, with options to add breakfast, afterschool and holiday clubs. There are currently 33 children on roll, all of whom are within the early years age range. The nursery is in receipt of funding for the provision of free education for two-, three- and four-year-olds. It welcomes children with special educational needs and/or disabilities and children who are learning English as an additional language. The setting employs six permanent members of staff. All staff hold appropriate early years qualifications. Currently, one member of staff holds Qualified Teacher Status, another is qualified at level 6 and three further staff hold Montessori training at level 4. The setting adopts the Montessori method of teaching and has received accreditation from Montessori Education UK.

What the setting needs to do to improve further

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

- strengthen systems for staff to share their knowledge of children's individual learning needs across the setting.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff carefully nurture and extend children's learning across all areas of development in this welcoming nursery. New children quickly settle into the nursery as staff already know what they like to do and how they like to do it. Staff meet with, and listen attentively to parents before their children start at the nursery. This helps them establish a clear understanding of children's current achievements, needs and preferences. Staff sensitively plan the classroom and outdoor play area to provide activities that attract and engage all the children in their care. As a result, new children settle in quickly and children who attend regularly find new challenges to investigate.

Resources are plentiful and organised effectively by staff to support all areas of children's learning and development. For example, staff set up an easel with paints, brushes and chalks, conveniently placed nearby. Children can reach painting overalls and carry their artwork to a low drying rack by themselves. Children choose how long they persist with an activity so they may try repeatedly to master a skill or move on to a new interest. Staff

guide children to tidy away activities they finish with and wash their hands before they smear paint or glue on another game. Staff provide accessible materials, which help children, discover and choose activities that inspire or challenge them. Fully aware of children's focus of attention, staff protect their interests to ensure nothing interrupts their concentration. For example, children plan, build and evaluate a large construction of wooden blocks. Staff position themselves so they support another group of enthusiastic children, who may accidentally knock over the big construction. This gives the construction team time to think of an improvement and create a better, more stable construction based on their own ideas rather than out of necessity. Staff assess the best moment to challenge children further. They prompt children to reflect on their achievements, reassess the worth of different strategies, express and delight in their success. Consistent good quality teaching from all staff ensures that children make very good progress towards the early learning goals and are ready for their moves to school.

The quality of teaching is good because staff also routinely observe and reflect on each child's learning and development. Staff make quick notes when they observe children's new skills or interests. They link these to their own professional training and knowledge of how children learn and staff plan exciting follow on activities to extend children's ideas and play. The nursery is moving from a paper-based to a computer-based system of recording, assessing and tracking children's progress. Both systems are thorough and help staff to continually meet the changing needs of the children they are teaching. Both systems also link the Early Years Foundation Stage with the Montessori curriculum, helping staff combine ideas to deliver very strong educational programmes. Staff's current challenge is to use the new system to maximum effect in the most simplest way. Staff make regular and precise assessments of children's progress across all areas of learning and development. From these observations, staff quickly identify and address any delays or gaps in children's learning. Staff are open to guidance from external specialists and work well with them to support children who need additional help. Consequently, children with different starting points also tend to make good progress in their physical, social and emotional development. A keen focus on developing children's listening, understanding, communication and language skills also supports the high number of children who are bi-lingual or tri-lingual at the nursery.

Staff are now trialling how best to use the computer monitoring system to share information with parents and with each other. By selecting key photographs and observations, where children are achieving something very new and exciting, staff and parents may extend children's achievements across home and nursery. Following a recent parent's evening, both staff and parents are enthusiastic about this new system of information sharing. Parents comment that they greatly appreciate both the informal and formal systems in place to talk with staff about their children's progress. Parents learn more about the educational and social activities that support themselves and their children. Children benefit from their parents shared enthusiasm for their learning and for them being part of their own special learning environment.

The contribution of the early years provision to the well-being of children

Children soon relax, interact easily with each other, and move around their nursery environment with confidence. Their behaviour indicates they feel safe, secure and content in the presence of their key person and the nursery staff. For most of the day, they may move freely between the large indoor classroom and the outside play area. Tidily stored, interesting resources are available for children to select and return as they wish, indoors and outside. There are small cosy areas where children may retreat for a time on their own or a chat with a friend. Large chalkboards, water play and a gardening area, provide plenty of interest to fully engage children as they enjoy the fresh air. Other children work together as they rearrange large tyres to form an imaginary aeroplane. They negotiate the countries they will visit and listen to each other's ideas about what they will see or discover in each part of the world. Grace and courtesy at all times, are a high priority at the nursery and staff routinely model and expect such behaviour. Children copy what they see around them and naturally adopt this as a way of life. They show courtesy and politeness, are confident and socially skilled in their questioning. Children rise to staff's high expectations because staff deliver them gently and fairly, without pressure or favour. Children from across the age group play and learn together. Staff subtly raise children's awareness of the needs or level of understanding of younger children. Older children are quick to notice when little one's need help and readily take responsibility for settling them in to an activity of finding them something they need. Children of all ages soon develop very good personal, social, emotional skills, supporting their moves to school and other activities in the community.

The nursery is busy with lots of positive, joyful social interaction in a large hall with a high ceiling. However, staff manage noise levels extremely well; guiding children not to shout or talk across the room, but to move close when speaking to each other. Such good practice enables children to think about what they are learning and listen to good quality speech patterns around them. Children achieve and experience greater satisfaction as they can concentrate for longer periods. Their listening and speaking skills are strong, as they can hear new words and explanations and hear themselves copying them. Hearing the difference between letters and sounds helps children to practice using them and forms a solid foundation for developing literacy skills. This is a comfortable as well as a stimulating environment in which children flourish in the care of their sensitive and thoughtful staff.

Children learn to become increasingly independent in managing their own personal needs. For example, a child who is new to the setting and ready to leave the security of her key person to join the group, first needs to throw away a dirty tissue. Her key person walks beside her, talking through the process, showing the child how the bin opens and praising her success. At no point does the key person do any of the process for the child, but at every stage she is alongside her gently talking through the new nursery routines. In this way, children learn first-hand the nursery expectations and that they can manage small tasks independently and successfully. Caring staff help children gain confidence without taking over, so children take pride in their achievements and willingly try the next step in the next skill. Carefully crafted resources, present children with ample opportunities to rehearse skills to support independence in dressing and fastening, pouring and handling. Staff organise activities to foster children's increasing skills in preparing snacks, washing up dishes and returning items to shelves. A small mop and bucket, or dustpan and brush situated in easy reach, enable children to take responsibility for clearing up their own spillages. Children think through how to minimise risk to others, by returning with a small

'wet floor' sign to warn their friends and prevent anyone getting hurt. Staff make the most of everyday activities to help prepare children with skills for life. Consequently, children are confident as they develop skills relevant to new situations and new challenges. The more they succeed the more willing they are to try something a bit extra. Children are both emotionally and practically ready for moving on to school. Staff clearly focus on their developing social skills and practical skills such as dressing for games and tucking chairs under tables. Children also politely and confidently introduce themselves to a new teacher, and then go on to introduce the teacher to other friends in their group. Children gain confidence and skills they will use for life.

The effectiveness of the leadership and management of the early years provision

Leadership and management of the nursery is good with a clear and supportive structure and division of responsibilities. The provider and founder of the nursery and sister setting, has a clear understanding of the requirements of the Early Years Foundation Stage. The operations manager supports staff across the settings. She also brings senior staff together to share good practice and provides training in how to implement improvements. Systems are in place for self-evaluation and a programme of continuous development. The new manager has a strong drive to raise achievements for all children. She has a team of staff with experience, skills, enthusiasm and appropriate qualifications supporting her. The new team is still learning to work to each other's strengths and developing practical ways of working together. One area for further focus is to develop systems for sharing individual children's next steps with each other more promptly. A quicker, easily accessible tracking system may provide the mechanism to do this. This not only helps to prepare all children for their next steps in learning at school and elsewhere. More sharply focused assessment, including all those involved with the child, also helps children meet their very best potential in an enjoyable, relaxed way.

Staff plan and deliver interesting and challenging learning experiences for children because they carefully observe and reflect on children's achievements. Where necessary, staff introduce additional strategies to help close gaps in children's learning. Effective relationships with local speech and language therapy services supports parents and provide timely interventions and specialist guidance. Staff are open and positive about learning from a range of professionals who visit them. Staff readily act on advice to improve the children's learning environment and their own teaching techniques. The nursery includes a regional centre for training staff in the Montessori philosophy. This provides a hub for professional development and training across the settings. Staff also attend local cluster group meetings to support their knowledge and implementation of the Early Years Foundation Stage. Staff are open to change and motivated to provide the very best service they can to the children in their care. Children benefit from this culture of learning and improvement as the staff enthusiastically challenge themselves to deliver high levels of care and education.

The leadership and management team clearly understand the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff routinely update their knowledge

in safeguarding children helping them implement all measures to protect children appropriately. Each staff meeting includes a focus on developing staff confidence and observations to further protect the needs of individual children. Contact details for the Local Safeguarding Children Board are clearly displayed for staff and parents and key policies are available for parents to review. Systems for vetting and recruiting staff are thorough. There are also clear procedures for ensuring the staff at the nursery remain suitable to work with children. Systems are in place for induction training, regular staff supervisions and annual appraisals. These measures all help to make children's safety the highest priority, linking in daily risk assessments and routine good practice. As a result, staff do everything possible to make and keep the environment safe for children.

All mandatory documentation for the safe management of the nursery is in place and is accurately maintained. All but the newest classroom assistants have recently updated first aid training. The nursery keeps written records of accidents, injuries and first aid treatment, informs parents as required and evaluates safeguarding practices across the setting on a regular basis. Staff and children practise evacuation drills at different times of day and the week. Parents appreciate the security in place around the building that helps keep their children safe. They also comment that they have seen improvements across the nursery in recent months and note the benefits for their children's well-being and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY298336
Local authority	Hampshire
Inspection number	843736
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	33
Name of provider	Hartley House Montessori Ltd
Date of previous inspection	11/02/2009
Telephone number	01962 855412

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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