



## Wickham Montessori School

Inspection report for early years provision

<b>Unique Reference Number</b>	EY332409
<b>Inspection date</b>	02 November 2006
<b>Inspector</b>	Jennifer Pearce
<b>Setting Address</b>	Wickham Methodist Church, Fareham Road, Wickham, FAREHAM, Hampshire, PO17 5DE
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<b>Registered person</b>	Bishops Waltham Montessori School Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 good. 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?

Wickham Montessori School is one of two nurseries run by Bishop's Waltham Montessori School Ltd. It has been registered in its current setting since 2006. It operates from one room in the old church room in Wickham. A maximum of 30 children may attend the nursery at any one time. The nursery is open each week day from 09:00 to 15:00 during school term time. There is a garden for outside play. There are currently 19 children from two to five years of age on roll. Of these four children receive funding for nursery education.

The nursery supports children with special educational needs and welcomes children who speak English as an additional language.

Sessions are from 09:00 to 12:00 and 12:00 to 15:00 each week day during term time.

There are six staff employed to work with the children and usually three staff work at the Wickham nursery.

Three staff hold a Montessori Diploma equivalent to a Level 4 NVQ qualification and three staff are working towards the Montessori qualification. The setting receives support from the Local Authority. The school adopts the principles based on the Montessori approach to Early Years education.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's health is promoted well because staff have a clear understanding of health and hygiene. For example all areas where the children play, eat and rest are regularly cleaned and maintained. Particular attention is given to the prevention of cross infection during nappy changing routines, through the use of disposable gloves and the use of anti bacterial cleaning materials. Children have plenty of opportunities to sit on the sofa for stories, or to rest when they become tired. This all seeks to ensure that the children's welfare, health and care are well promoted.

Children learn about the need for good personal hygiene. They are encouraged to be independent as soon as they are able, for example children manage their own toilet needs and wash their hands. However individual drying facilities are not available for the children to use. Children are also encouraged to use tissues to wipe their noses and look into the mirror to see the reason why they need to do this. The effective health, sickness and hygiene policy helps to prevent the spread of infection in the school.

Children are able to access milk or water to drink and eat snacks at any time. They are encouraged to become independent and pour their own drinks. Children are able to select healthy and nutritious foods, for example banana, carrot, cucumber and orange throughout the session.

Children enjoy regular physical exercise both in and out of doors in the garden area. Children stretch and move their arms, spin around and hop during music and dance. Children confidently use a wide range of large and small equipment. Some children ride on tricycles and cars and they manoeuvre themselves around the garden. They have plenty of opportunities to choose equipment from the large variety available to them. They rock backwards and forwards on the horse, climb up onto the climbing frame, dig in the sand and balance on the scooter.

Children also develop their skills when they pour their own drinks and use paint brushes. They hold pens to write and use a variety of tools to work in the sand and wooden knives to slice through the wooden fruit.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a secure environment. Risk assessments are completed on a regular basis both in and out of doors. The setting has a carefully monitored level of security to ensure that children are safe; however the use of a key to the side door does not always ensure that this can be accessed easily and safely. Emergency evacuation procedures are clear and there are records of when the premises are evacuated. Staff know their responsibilities well and this seeks to ensure that risks to children are minimised and that children are evacuated promptly. Children are carefully supervised when they are at school. They are taught to be aware of each other when they use the climbing frame, to watch for feet and faces, as they climb and move around. Children are taught how to carry a chair carefully so that they do not hurt anyone. This helps to keep themselves and other children safe.

Children's welfare and care is safeguarded as staff have a clear understanding of Child Protection Procedures and they know the correct procedure to follow if they have any concerns. Written information is shared with parents before the children start. This helps to ensure that children's needs are met.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children are mostly happy to attend and are relaxed and settle well on arrival at the nursery. This is due to the carefully considered settling-in procedures, the attention to children's individual needs and detailed discussion with parents. All the children on roll are new to the setting as the nursery opened this autumn. Young children enjoy all of the activities on offer and spend their time in a variety of different ways in purposeful mainly child-led activities. Children are provided with a variety of good quality play equipment and they are encouraged to freely select their own work and activities. Children's language and communication skills are effectively promoted by skilled and experienced staff as they talk about what they are doing. Children are confident and demonstrate a sense of belonging as they move around the nursery, access the sensory table and select their work. Children receive caring support from staff and show high levels of involvement, for example when children transfer water and acorns from one container to another with the use of a pipette and tongs. Children develop positive relationships with each other, they smile at each other and hold hands when they choose a friend to 'row the boat' and walk around together as they go under the bridge during a singing activity.

## **Nursery Education**

The quality of teaching and learning is good.

The school adopts the principles based on the Montessori approach to Early Years education. The staff team have a good understanding of the Foundation Stage Curriculum and they have systems in place to assess each child's development throughout their time at the school. Children's observation records are regularly updated by all staff and they demonstrate each

child's progression in relation to the stepping stones. However the next steps for children's learning are not always incorporated into the children's observation records.

Staff organise all equipment and resources so that all children are able to access them. This enables children to experience all of the equipment. Children are motivated and interested in what they do, for example they are fascinated by the texture of clay as they work with it to make pots. Their vocabulary is extended as they talk about the texture of the clay being soft and cold as they squeeze and squash it. They talk about the clay being hard when it is dry and ready to paint. Children explore the change in colour and texture. They are engrossed as they paint their Diwali clay pots and sprinkle sparkly shapes to decorate them. Children are developing an interest in the world around them as they talk about their nursery hamster, watch it run and move in the play ball, learn about when it sleeps and the food and water that it needs. Children follow instructions when they join hands to make a circle and move backwards and forwards, around and around as they move to music. Children enjoy books and stories because staff involve them during both individual and group story times. They talk about what they can see and discuss the blue balloon getting bigger and bigger in the story. Children are learning about number as they count how many children there are during circle time. They learn to recognise the shape of numbers as they work with the sand paper numerals. Children are beginning to link sounds and letters when they discuss the letter of the day, show items brought from home and discuss the name of food starting with the letter. Children are happy and enthusiastic about new activities that are offered to them. They access the sensory table and develop their skills when they pour small beads through funnels and into a variety of different containers. They play well on their own and enjoy joining with others particularly during music and dance. Children behave well, they understand about the ground rules and using a mat for their work. They respond well to staff and have an understanding of why they are to walk indoors. Children are enthusiastic about taking part in role play, they hop when they pretend they are rabbits and wiggle and move like fish during a singing activity.

### **Helping children make a positive contribution**

The provision is good.

Children's spiritual, moral, social and cultural development is fostered.

All children are cared for according to their individual needs. They enjoy cuddles with staff and shake hands and hug each other during a dance session.

Staff provide good role models for children by being calm and positive. Children respond with enthusiasm to requests for help from staff to help clean the floor after a bead activity. Children's confidence and self esteem are developed as they are praised for accomplishing tasks. For example, when children carefully replace the lids on the sparkly shapes box, complete the pink tower and when they put on their shoes to go outside. All children begin to take responsibility, for example when they wash up their cup and plate after snack. Adults have high expectations of children's behaviour and the children have clear boundaries that they understand. Children are taught to share when using out door equipment and take their turn when using the rocking horse.

Partnership with parents is outstanding.

The staff team develop an excellent relationship with parents.

The nursery values parental involvement and welcomes parents into the setting throughout the day. Parents may stay for as long as they wish with their children until they are settled.

A comprehensive parent pack is provided by the nursery before the child starts. This includes information about policies and procedures a detailed questionnaire entitled 'All About Me'. This includes information that staff may need to know about each child. The children's observation records are regularly updated by all staff and a separate record is shared with parents for them to add their own observations and comments. These demonstrate each child's progression and together this leads them on to firm foundation on which to base children's nursery education. There are detailed regular newsletters containing information. For example, topics, the letter for the week, dance sessions and any forthcoming special events. These all help to keep the parents fully informed about their child's welfare care, learning and development.

Parents are encouraged to provide food and items for letter days and contribute to their child's profile. They can contact the nursery at any time when their child is attending. Parents and children are able to celebrate children's achievements when they see paintings and clay pots on display for everyone to see. Children are welcome to take their work book home to show their parents along with any of their own art work and creations.

## **Organisation**

The organisation is good.

Most children are settled in this calm and ordered environment. They are supported well as the staff team work closely with parents and they quickly become aware of each child's needs before entry to the nursery. The staff already know the children well and are quickly responsive to their needs.

Space resources and equipment are well organised with separated areas used for different activities, for example the sensory area, comfortable book area and free snack area. Storage is easily accessible and clearly labelled so that all children are able to self select their work.

All policies and procedures are readily available. These are shared with staff and parents and this contributes to the well being of the children in the school. All essential records are in place such as a record of accidents, detailed children's record forms and a daily register of all children and staff on site. However the register does not accurately record the times of arrival and departure of the children and staff. Children can be treated in the event of an emergency because permissions have been obtained from parents to seek emergency medical treatment or advice.

The leadership and management of the nursery is good.

Recruitment and employment procedures are robust and in place. Staff development and training is actively encouraged. The staff team work well together between both nurseries. They are committed to the ongoing development of the provision and three staff are currently

attending training. The managers are supportive of their staff team and are involved in their ongoing training. This includes good induction procedures for all staff.

The staff team confidently seek support and advice from Local Authority support workers.

The setting meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. 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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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The quality and standards of the nursery education are good.

### **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):

- provide individual hand drying facilities for children.
- maintain documentation to accurately record the times of arrival and departure of all children and staff.
- ensure that the fire escape route can be accessed easily and safely without the use of a key.

#### **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):

- ensure that the next steps for children's learning are incorporated into the children's observation records.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)