



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY264559

DfES Number:

INSPECTION DETAILS

Inspection Date 14/01/2004
Inspector Name Louise, Caroline Bonney

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Privett Montessori
Setting Address Privett Village Hall
Privett
Alton
Hampshire
GU34 4NZ

REGISTERED PROVIDER DETAILS

Name Mrs Katherine Pritchard

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Privett Montessori opened under new ownership in 2003. It operates from one room in the village hall and has a secure outside area. The group serves a wide area.

There are currently 30 children on roll from two years nine months to under five years. This includes 18 three year old and 7 four year old children receiving funding. Children attend for a variety of morning and afternoon sessions. One child attends with special needs and the group supports two children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 until 12:15, and 12:30 until 15:15. When staying for an afternoon session children bring their own packed lunches.

Seven part time staff work with the children, four have early years qualifications. One staff member is attending professional development training. The setting attends cluster group meetings with local schools and preschools. Support and advice is also received from the Area Special Educational Needs Co-ordinator.

The education of the children is based on the Montessori method of teaching.

How good is the Day Care?

Privett Montessori provides good quality care for children. Staff attend up-dating training. Organisation of the premises and resources maximises children's independence through self-selection of activities and creation of activity areas, with daily access to outdoor play. The Montessori based equipment is excellent and well maintained, and provides for most areas of learning. Most documentation is in place to ensure the safe running of the provision, and records are kept up to date.

Staff are vigilant in promoting safety. The first aid box requires attention. There are effective hygiene procedures, and children know why they need to wash their hands. Thorough attention is given to meeting children's individual needs, including dietary.

Snacks are healthy and drinks available throughout the session. Good support is given to children with special needs and those with English as an additional language, which promotes their continual development. Staff have an adequate understanding of child protection issues.

Staff provide a calm and caring environment which helps children settle well and feel secure. Staff work closely together to provide a stimulating range of activities following the Montessori method, which encourage children to learn together and independently, although it includes little role-play. All staff consistently manage children's behaviour excellently. They praise good behaviour, such as sitting with feet on the floor during circle time, which encourages other children to do the same.

There is a good partnership with parents and carers. They are informed about activities through the termly newsletter, the notice board, displays and informal contact with staff. They are able to attend sessions, and discuss their children's progress at the biannual parents' evenings. Parents receive some introductory information about the provision, and have access to the policies and procedures file.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Excellent organisation of staff, premises and resources ensure children develop high levels of independence, selecting and returning their own activities from a good range of equipment. Staff carefully instruct children individually in the use of equipment, and they are soon able to work independently at their self-selected activities.
- Staff plan interesting and stimulating activities for the children. During circle time all children are completely absorbed by a demonstration on how frost forms, and how to make ice-cream, which they then eat at snack time. Children are able to work together in pairs, supporting each other's learning while grading rods, or playing a card game collecting pairs. They increasingly see to their own care needs, dressing and un-dressing themselves for outside play.
- Staff build excellent relationships with the children and parents. They provide a calm environment where children know exactly what is expected of them. Children behave very well, and meet the high expectations of the staff. They show care and concern towards other children, and help them find missing toys or pick up their dropped beads.
- Staff promote safety very well, and are always vigilant. They give the children early instruction in how to safely carry equipment, which raises the children's awareness. Without any reminding, a child under three follows these instructions and safely carries a pair of scissors to the table for his chosen activity.

What needs to be improved?

- Opportunities for children to act out their experiences and use their imagination through activities such as role play.
- Contents of the first aid box to comply with Health and Safety (First Aid) Regulations.
- Documentation - to include Ofsted details in complaints procedure, develop lost child procedure, parents to sign existing injury record. Develop method to provide parents with more information about procedures, including child protection.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
14	Documentation – to include Ofsted details in complaints procedure, develop lost child procedure, parents to sign existing injury record. Further develop methods to provide parents with more information about policies and procedures, including child protection.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision is acceptable and of good quality. Children are making generally good progress towards the Early Learning Goals.

The quality of teaching is generally good. Staff plan a variety of stimulating practical activities and understand what children learn from them. Resources support most areas of learning and are of good quality. Space is well organised to increase children's independence, although the book corner is under-developed. Group activities are extremely well presented in an enthusiastic and lively manner. Staff work closely with the children, and give them individual attention to support their learning. Staff have high expectations of children's behaviour, and always speak to them in a respectful, quiet manner, and promote their confidence and self-esteem.

Staff observe and plan children's progress within the Montessori system of learning, which has been slightly adapted to take into account the Foundation Stage. Planning does not cover the early learning goals in some areas, particularly information and communication technology, and some aspects of creative and literacy development.

The leadership and management of the group is generally good. The new owner has a clear vision for the development of the provision, and has a collaborative approach to introducing change. The experienced staff are generally supportive of change, and unqualified staff are committed to attending training for early years qualifications. There is no system in place to monitor and evaluate the quality of teaching.

The partnership with parents and carers is generally good. Parents are well informed about the activities taking place, and talk informally to staff daily. The group has biannual parents' evenings and recently introduced attendance at a group session help ensure parents are well informed of their children's' progress.

What is being done well?

- Children's personal, social and emotional development is very good. Staff provide a quiet, calm environment, where children quickly learn the routine and settle well. Skilful behaviour management helps promote children's self-esteem and confidence, and children are polite, helpful and share well.
- Children concentrate and persist well and are good independent learners, with excellent adult support sensitively given. Older children also support each other by working collaboratively in pairs for some activities.
- Excellent use is made of the outdoor area, with children able to enjoy physical activities with large equipment every day, weather permitting.
- Large group activities are very well planned and presented. Children become absorbed in demonstrations to show how frost forms and how to make

ice-cream. They join in enthusiastically in well-paced music sessions, which stimulate their listening skills.

- Children's progress in mathematics is very good. The use of carefully graded resources helps ensure children progress in a systematic way at their own pace. Additional practical activities help reinforce their understanding, such as counting the children or singing number rhymes.

What needs to be improved?

- opportunities for children to engage in role play based on their first-hand experiences
- opportunities for children to operate simple information and communication technology
- opportunities for children to write for a purpose during a variety of play and role play situations
- the book corner to provide a comfortable area where children and adults can enjoy books together.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The gentle and calm environment helps children settle well and develop trusting relationships with the staff and each other. They behave very well, quickly adapt to the rules, and show care and concern for each other. They show good independence in dressing themselves and select and return resources. Children concentrate well and persevere at their tasks with sensitive support from adults. They create links with home by bringing in items of interest, and parents staying for sessions.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate increasingly confidently with staff through gesture or talk and are able to ask for their needs. They listen to stories in large groups, and those beginning to read have individual support. Children learn the sounds of letters and rhyming words, and are shown that print carries meaning during activities, and have free use of writing materials. However, children do not use writing or books alongside practical activities, and do not access books spontaneously.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use and recognise number well in a range of activities such as counting leaves, songs with actions, and freely during their activities. Some predict the next number after 5, and can count confidently to 20. They do simple subtraction with rhymes, and predict and compare using a wide range of materials. They sort objects by size and shape, and recognise shapes when cutting with scissors, such as squares and triangles. They complete jigsaw puzzles, and find patterns in the environment.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show high levels of curiosity and interest in how machines work, and how things happen, such as how frost forms or ice-cream is made. They show great interest in the natural world, and plant acorns and care for the goldfish. They make 3D models with construction toys and other materials such as clay or card. They develop an awareness of other cultures and religions through planned themes. There are no opportunities to use any information and communication technology.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are set challenges outside such as riding trikes or bikes with stabilisers, pushing and pulling large wheeled toys, balancing and climbing. Inside they are taught how to safely carry equipment such as chairs and scissors, and join in action rhymes. They pick up small beads with tweezers, and hold pencils with increasing control. Children draw and paint with large vertical movements. They are aware of their needs, and look after their own personal care with support from adults.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children recognise and explore colours as they mix paints, or as they mix ingredients when making ice-cream. They listen carefully to instruments, and guess whether the music rises or falls, is loud or soft, and sing rhymes with increasing confidence. They feel different textures during craft activities and match materials without looking. Although there are some opportunities for children to use their imagination, there is no support given to help them engage in role-play.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- plan opportunities for children to engage in role play based on their first-hand experiences
- provide opportunities for children to operate simple information and communication technology
- encourage children to write in a variety of play and role play situations
- develop the book corner to provide a comfortable area where children and adults can enjoy books together.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.