

# Anne Frank Montessori, Horsham

Inspection report for early years provision

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**Unique reference number** EY333671  
**Inspection date** 21/09/2010  
**Inspector** Helen Penticost

**Setting address** The Scout Hut, Higgins Way, Off Brighton Road, Horsham,  
West Sussex, RH13 5DE

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**Type of setting** Childcare on non-domestic premises

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## 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 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.

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## Description of the setting

The Horsham Montessori School opened in the Scout hut in 2006 and is situated close to the Brighton Road in Horsham. The group have access to two medium sized halls, a kitchen, toilets and a fully enclosed outdoor area. The setting is registered to care for 26 children between the ages of two and five years and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Overnight care is not included. The nursery is open each week day from 08:00 to 16:00 term time only. There are currently 26 children on roll, 11 of whom are in funded educational places. The nursery supports children with additional needs and any who are learning English as a second language. Children from the immediate and surrounding areas attend for a variety of sessions each week. Four out of the seven staff hold qualifications in child care and several are undertaking further professional training.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play and learn in a thoroughly inclusive, child-centred environment where their individual needs are well met and they make good progress in their learning and development. They are happy and are supported well by an experienced staffing team. Children's welfare is effectively promoted to ensure they are safe and secure in their surroundings. Children are engaged in interesting and challenging activities and effective observation, assessment and planning systems are in place. There are good systems in place for parents and staff to work together and share information and become equal partners in each child's care and learning. The setting and practitioners are very reflective and forward looking: they continuously evaluate their practice, and seek out ways to act on identified areas for improvement, ensuring that children benefit from changes.

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

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

- ensure that the accident records are completed in ink and are signed by the parents
- develop children's access to information and communication technology

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

Children are kept safe within the setting as there are effective procedures in place to be followed in the event of a concern being raised, which ensures that children are safeguarded. Safety and security are given good consideration and children have freedom to explore and use all areas of the setting with hazards minimized. Additionally, staff gently remind children about moving sensibly and whilst thinking about their own and others' safety. The premises are fully secure; with safety alarms on all of the doors and visitors are monitored and recorded. Staff receive a clear induction and an appraisal system is in place to highlight potential training and developmental needs. All required documentation and policies and procedures are available, however, accidents records lack clarity. Robust recruitment and vetting procedures ensure that all adults are suitable to work with children. Staff are managed efficiently to ensure their continuing suitability to be in contact with children: roles and responsibilities are shared among all staff, bringing a sense of ownership and belonging which contributes to their dedicated approach to their work with the children.

Most of the practitioners have sound knowledge of the Montessori approach as well as the Early Years Foundation Stage and the early learning goals. Training needs are identified and staff are encouraged to pursue qualifications and to improve their skills by attending courses whenever possible. Staff regularly meet to discuss and implement new ideas, evaluate their practice to continually improve the standard of care and education to all the children. There are well targeted plans for the future development of the setting, for example, increasing children's access to information and communication technology. Staff deployment is good; they are supportive of children's individual interests, needs and desires, which ensures that children receive a good balance of child initiated learning alongside adult-led activities. Staff encourage children to independently access resources from the Montessori materials which are easily accessible to them.

The setting is able to fully support children with special educational needs and/or disabilities and for whom English is an additional language. Links are forged with external agencies and with others providing early years education which ensures a cohesive approach to learning. Children are cared for in an inclusive environment where they are valued as individuals. The staffing team place a strong emphasis on listening to and acknowledging children's contributions during their time at the setting. The nursery is committed to working very closely with parents and they have developed effective systems for ensuring a smooth induction for children. Parents receive regular information regarding their child's development and learning.

## **The quality and standards of the early years provision and outcomes for children**

Children make good progress in their learning and development because the setting is extremely child-centred and conducive to their growing independence and development. The Montessori approach includes a large proportion of self-selected activity for the children. This is promoted by having all resources accessible and presented to allow them to choose what they want to do, and which friends they wish to work alongside. Effective observation, assessment and planning ensure that children's individual needs and interests are catered for.

Children develop good levels on independence, as they undertake routines such as; helping to prepare snack and serving themselves and getting themselves ready for outdoor play. They are able to build and maintain positive relationships with each other and the adults in the nursery; this helps foster their self-esteem and feelings of belonging. Children's language and vocabulary is developed as they interact with staff and one another. All the adults speak very respectfully to the children, explaining clearly and carefully what is required of them, and encouraging politeness and good manners in return. They take part in a short circle time at the end of the session where they look at the date and season, share news and celebrate birthdays.

Children take part in numerous activities where they explore planting and growth. They plant many vegetables such as onions, tomatoes, chard, which they eat raw or turn into nutritious meals such as soup. As well as accessing creative opportunities during the day, the setting offer a craft sessions. For example, they make items such as cress head pots which they decorate with lots of sparkly glitter. They also take part in sewing activities which develops their hand-eye co-ordination and small muscles. Children become engrossed in manipulating play dough or clay into shapes, where they use tools such as scissors, cutters, and plastic knives with increasing skill.

Children are enabled to take risks in safe surroundings. For example, within the outdoor area there is a gradual slope to the front door, which children use to ride up and down in their cars. The setting encourages support from volunteers and visitors to enrich experiences for children. For example, visitors include a Sussex wildlife ranger who with the children examined bones, feathers, caught animals in their pond. Children use mathematical language during their discussions and during their play. For example, as a house is built with differing shape wooden blocks, they use positional vocabulary such as next to, on top of, beside and underneath. Children enjoy their time at nursery, building warm and friendly relationships with one another as well as the adults around them. The enthusiastic staffing team work hard to empower children, which ensures continuous positive outcomes.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **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