

Horsham Montessori

The Scout Hut, Higgins Way, Bennetts Field, off Brighton Road, Horsham, West Sussex, RH13 5JZ



Inspection date

28 September 2017

Previous inspection date

10 May 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children make good progress in their learning and development. They independently help themselves to the wide range of resources available to them.
- Children are well behaved. Older children confidently help their younger friends and they show new children where to put their belongings.
- The manager and staff use additional funding effectively to target the needs of children who receive it. For example, specific resources have been bought to help children's well-being and learning.
- Parents speak very highly about the level of care and education with which their children are provided. They receive frequent information about their children's progress and they feel very involved in their children's learning.
- Partnerships with external agencies and other providers are strong. Staff share information about children's care and learning effectively. This contributes to ensuring that there is a continuous approach to meeting children's specific needs.
- The manager evaluates the setting and includes the views of staff, parents and children. Together, they identify continuous improvements that benefit children.

It is not yet outstanding because:

- Staff do not always provide children with frequent opportunities to explore their own thoughts and creative ideas, particularly in the adult-led activities.
- The monitoring of staff performance is not strong enough to clearly identify how individual staff members can raise the quality of their practice to the highest level.

What the setting needs to do to improve further

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

- provide children with frequent opportunities to explore their own thoughts and creative ideas, particularly in the adult-led activities
- extend the arrangements for staff performance management to help identify and build on their teaching skills, to raise the quality of teaching to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact of these activities on children's learning.
- The inspector looked at samples of children's records and planning documentation. She also looked at evidence of the suitability of staff working with the children.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager and held a meeting with her.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Maura Pigram

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Since the last inspection, recruitment and vetting procedures are more secure. All checks for staff are now in place and this is carefully monitored. Staff know the signs that may raise a concern for a child's welfare. They have a secure understanding about the procedures that they would follow in the event of a concern. The well-qualified manager and her team regularly attend additional training and share knowledge gained. For example, they reviewed how books are used to support children's communication skills. Staff make sensitive observations of children's progress and share these with parents to identify any gaps in learning. Children receive relevant support, such as one-to-one support to help children catch up.

Quality of teaching, learning and assessment is good

Staff are very attentive to children's needs. They offer a balance between planned activities and those children choose for themselves. Children have fun building ramps and enjoy discovering how to successfully complete jigsaws. Staff help younger children and those who speak English as an additional language to make connections in their learning. For instance, they use gestures and body language along with simple signs to explain what needs to be done. External tutors help provide a range of activities to add to their experiences. For example, the children enjoy taking part in dance classes and learning different languages.

Personal development, behaviour and welfare are good

The manager places a high emphasis on ensuring that children feel secure and settled. This contributes positively to promoting children's emotional well-being. The key-person system is effective and helps new children to develop good relationships with staff. Children's health and safety are well managed. For example, discussions regularly take place about the need to drink water. Children learn to select their own portions of food and staff follow good hygiene routines. Staff promote children's safety at all times, such as when they go on outings. Staff help children to understand the world and how things grow. For example, they regularly visit the allotment and discuss the wildlife and plants seen. Outdoors and indoors, children have ample opportunities to practise their physical skills. They learn to manage risks, such as successfully riding scooters up and down the ramp.

Outcomes for children are good

Children are successfully gaining skills they need to move on to the next stage of their learning or school. This includes children who receive funded education and children who speak English as an additional language. Very young children attempt to put on aprons in preparation for a painting activity. Older children work well together to solve problems, such as discovering how gravity works when playing with balls and tubes. Children are confident and eagerly show how they can form letters of their names.

Setting details

Unique reference number	EY333671
Local authority	West Sussex
Inspection number	1099440
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	35
Number of children on roll	47
Name of registered person	Horsham Montessori Limited
Registered person unique reference number	RP902769
Date of previous inspection	10 May 2017
Telephone number	01403 750 504

Horsham Montessori registered in 2006. It is open from 8am to 5pm each weekday, during term time only. The setting employs 11 staff. Of these, nine staff hold early years qualifications at level 3 or above. Four staff, including the manager, hold qualified teacher status. The setting supports children who speak English as an additional language. It receives funding to provide free early education for children aged three and four years. The setting operates in line with the Montessori educational philosophy.

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