

# Treasure (Johanna) Montessori Nursery Pre School

Inspection report for early years provision

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**Unique reference number**

EY432925

**Inspection date**

26/01/2012

**Inspector**

Coral Hales

**Setting address**

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**Type of setting**

Childcare - Non-Domestic

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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

Treasure (Johanna) Montessori Nursery Pre School registered in 2011. It is located in Frimley, Surrey and is privately owned. The setting operates from a large house and children have access to a rear, enclosed, grassed garden. The provision is within easy reach of the local school and other local amenities. The pre-school is open each weekday from 7.30am to 6.30pm all year round, except for bank holidays. Sessional care and full day care is available.

The pre-school is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 50 children may attend at any time. There are currently five children on roll, all of whom are in the early years age group. The pre-school currently supports children who speak English as an additional language. It receives free funding for early education for three-year olds.

There are currently two members of staff working at the pre-school, both of whom have appropriate early years qualifications at level 4 and above. The owner is currently working as the manager on a daily basis.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and enjoy their time at the pre-school though most are new to the setting and continue to move around the room exploring the new toys. Staff's knowledge and skill help to provide children with a suitable range of activities to encourage clear and critical thinking. However, learning is not always effectively supported, as routine activities impact on staff's interaction time. Staff strive to promote an inclusive service and continue to develop suitable partnerships with the parents and other professionals to suitably meet children's needs. Several aspects of learning are not well promoted, including communication technology and activities to explore and share thoughts, ideas and feelings. Though self-evaluation is not yet robust enough to identify all such priorities for development, staff demonstrate the commitment and ability to appropriately maintain continuous improvement.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure staffing arrangements are organised to meet the individual needs of all children and so the quality

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of adult interactions extends their learning in and across all aspects of learning. (Organisation)

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

- provide opportunities for children to find out about and identify the uses of everyday technology to support their learning
- provide more opportunities for children to explore and share their thoughts, ideas and feelings through a variety of art, music, dance, imaginative and role-play activities.

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

The pre-school has clear policies, strategies and procedures to help ensure the safeguarding and welfare of children and meets all required duties. The manager has organised additional, child protection training for herself and her deputy. Risk assessments are suitable and a record is maintained and areas are monitored daily. Children are kept suitably safe, as at times, staff restrict activities to ensure ratios continue to be met. Staff encourage children to adopt safe practices as they move about and play in the setting. For example, they are encouraged to walk when indoors and to hold onto the rail when using the stairs.

Staff are satisfactorily deployed most of the time around the pre-school. However, lack of ancillary staff impacts on the time they spend interacting with children. A broad range of quality resources are provided for the children; however, some are not promoted effectively to interest or challenge their learning.

Friendly, working relationships continue to develop with the parents and all families are made welcome. Parents receive helpful information about the pre-school's provision, for example, on a notice board that includes the menu. Staff are aware that other documents for parents need updating to reflect the new management. Staff have established some links with other providers and outside agencies and work closely with advisory staff from the local authority. Equality and diversity are satisfactorily promoted at the pre-school. All children, including those with English as an additional language, are suitably supported by caring staff. Training is being organised for the deputy around support for children with additional needs. Staff discuss children's individual needs with the parents before care commences to help all children can make as much progress as possible.

Self-evaluation shows that the manager has a suitable understanding of the pre-school's strengths and has identified and established priorities for further improvement. For example, she is currently recruiting staff, such as a cook, to allow key staff to remain with children at all times. She demonstrates the capacity to tackle aspects for development appropriately and progress is being monitored.

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

Although most children are new to the pre-school, they are beginning to make relationships with their peers. They are eager to learn and make satisfactory progress in their learning. They develop their confidence and self-esteem because of effective use of praise. Staff promote turn taking, sharing and help the children to be kind to each other. The pre-school is suitably set out for the older children, who are busy throughout their time in the setting. Activities are set out, enabling children to make choices about what to do. However, children quickly lose interest in a task if the staff do not interact with them and opportunities to extend learning are missed. Activities are structured to include a balance of adult-guided and child-initiated activities, in line with Montessori philosophy. Staff are engaged in making observations and documenting children's learning points. However, these assessments are not always sufficiently focused to identify children's next steps to support their progress towards the early learning goals.

Children communicate suitably as they play, for example, when completing a task using a tea set. One asks another, 'Do you want hot chocolate or tea?' and then says, 'I just need melted chocolate.' Children enjoy playing imaginatively together, although opportunities to explore and share thoughts and ideas are limited. They independently select equipment from the shelves. For example, one transfers water from one jug to another via a tube and manages the task with ease. Children ask to go into the garden and change their shoes and put on a coat, a task that they achieve competently. They enjoy going outside and play happily, for example, on the climbing frame, slide and pushing baby dolls around in a pushchair. Babies are also taken into the garden, one in a bouncy chair and the other in a walker. They enjoy moving around and watching the older children and all benefit from the fresh air. Children have few opportunities to identify and use simple technology to support their learning. Babies are happy and settled and play contentedly. For example, they enjoy looking into the mirror while laughing and chuckling. They play with interactive musical toys and enjoy pressing buttons and watching and listening to the sounds that the toys make. However, interaction is again limited, owing to key staff being deployed elsewhere on daily, routine tasks.

Children are beginning to learn about the importance of healthy lifestyles. They have a range of healthy snacks and meals at the nursery and drinks are freely available. Home cooked lunches are served and all the children sit together to eat their meals. Social skills are suitably promoted and children are given time to enjoy their meals and younger ones take pleasure in learning to feed themselves. Children are beginning to learn how to keep themselves safe. Staff help children to understand dangers around the setting and they are encouraged to take care when using equipment and to be mindful of others around them. Children are aware of the boundaries set and behave appropriately, beginning to respect the needs of others.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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