

Christchurch Montessori

247 Fairmile Road, CHRISTCHURCH, Dorset, BH23 2LH

Inspection date	15/02/2013
Previous inspection date	16/12/2008

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The provider has failed to inform Ofsted of significant events.
- Several requirements regarding children's care and welfare have not been met, meaning that some children and babies are not appropriately cared for.
- Staff are not sufficiently knowledgeable about the care of babies and as a result, at times their needs are not met.
- Staff do not provide parents of children aged between two and three-years-old with a summary of their child's development.
- The key person system is not effective meaning the staff do not support all children's emotional development or work well with all parents.
- Staff do not have sufficient training to know what to do if they are concerned about a child's welfare.

It has the following strengths

- Children in the pre-school area behave well, have good relationships with staff and demonstrate that they feel safe and secure.
- The outside area is a well resourced extension of the indoor space and provides positive learning opportunities for children.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities and tracked children both indoors and in the garden.
- The inspector looked at children's progress records, planning, and sampled documentation, particularly related to safeguarding.
- The inspector talked to staff, children and parents.
- The inspector undertook a joint observation with the manager.

Inspector

Lindsay Osman

Full Report

Information about the setting

Christchurch Montessori registered in 2008 and is privately owned. It is one of three settings owned by the provider in the local area. It operates from a large converted house in Christchurch. The children use playrooms upstairs and downstairs. There is an enclosed area for outdoor play. The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery opens from Monday to Friday 8am to 6pm, 48 weeks of the year. Children attend from 9am to 3pm or for the whole day. The setting is able to support children with special educational needs. The nursery receives funding for the provision of free early education for children aged two, three and four years. A team of ten staff work with the children. Of these, one is an Early Years Professional, four other members of staff hold early years qualifications to level three and three staff have a Montessori qualification. The setting follows the Montessori approach and receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- engage more successfully with all parents by; implementing an effective key person system to communicate regularly with all parents and by; keeping them well informed about their children's progress.
- improve the care provided for babies and toddlers by ensuring that the staff working with children aged under two years have received training that specifically addresses the care of babies; particularly with regards to behaviour management and controlled crying techniques.
- ensure all staff understand the safeguarding policy and procedures, and ensure that all staff have up to date knowledge of safeguarding issues. Ensure training enables staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way.
- ensure that appropriate action is taken when a child is ill

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children benefit from the opportunity for free play throughout the day both indoors and outdoors. The preschool environment is set out for children to be able to help themselves to a range of play materials and Montessori resources. Children have obvious friendships with each other and enjoy being together. This is evident at lunchtime as they sit together making up their own Little Miss Muffet rhymes. In the outside area, the older children play in groups of two or three; building train tracks, or sit on the bank talking to each other. Staff are on hand to support older children's play and to help children to share and take turns so that playing together is enjoyable. However, in the baby room staff are not consistent at supporting young children's emotional needs. Children are not able to form relationships with individual members of staff as there is not an effective key person system in place. Staff also do not have a suitable understanding of how to care for young babies emotional needs; particularly their knowledge of how to use controlled crying techniques. This leaves some children unsettled at times, particularly those who are new to the nursery. Although staff complete the required two-year-old progress checks, the information that they contain is not always shared with parents, which is a requirement. This means that some parents are not aware of their child's progress and development. Some staff are not yet confident and secure in their knowledge of the assessment process.

Staff working in the preschool room observe and record children's development and achievements and record these alongside samples of their work and photographs to identify the areas for their ongoing development. The nursery combines the Montessori philosophy with the requirements of the Early Years Foundation Stage to cover all areas of learning in sufficient depth to challenge children in the preschool room. However, children in the baby and toddler area are not always suitably supported. As a result, some children are not making satisfactory progress towards the early learning goals, to adequately support them in making the move to school. Older children are eager to talk to the adults who are attentive to their needs. However, babies and toddlers are not having their needs met adequately.

The outside play area is a good extension of the nursery and a rich learning environment, including a separate area for the babies and toddlers. Children are able to build sandcastles together in the large built in sandpit. They develop a good understanding of mathematical concepts as they learn to count, recognise shapes and explore size and volume. Children have enjoyable times for fresh air and exercise, cycling around the hard surface and exploring the imaginative climbing areas.

The contribution of the early years provision to the well-being of children

Children who have been attending for some time are secure and settled with key persons who are responsible for their care and learning. However, systems to promote children's emotional security for those who attend occasionally or are new and settling in are not consistent. Staff are provided with up-to-date information from parents about children's individual needs. However, at times such as getting ready to go outside following snack-time children have to wait seated for extended periods. This is sometimes unsettling for babies especially those struggling to settle. When children become upset they are not given appropriate reassurance. Staff are not consistently sensitive to individual children's

needs, and babies can be passed from one member of staff to another when they become distressed. This means at times, babies find it difficult to settle. In addition staff do not take appropriate action when a child is ill, this means that children are admitted when they are unwell.

Children are encouraged to develop healthy lifestyles. They enjoy a good range of fresh fruit for snacks and cooked meals at lunchtime. They enjoy a large well-equipped outdoor space. They develop useful physical skills appropriate to their age and stage of development. Children are provided with a good range of toys and equipment in a welcoming environment. Toddlers and older children have suitable equipment to sit, sleep, and eat comfortably. Arrangements for changing nappies are hygienic and followed by all staff.

Staff manage older children's behaviour appropriately. Older children receive regular praise and encouragement, which supports their good behaviour. Older children have plenty of opportunities to play and eat lunch together where they gain useful social skills and develop confidence in group situations. Children have appropriate opportunities to develop independence skills as they happily make choices from the range of play materials both indoors and outside. However, babies and young children are not receiving a consistent level of care and some were not having their needs met as they walked around disinterested in their surroundings and unchallenged by staff.

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

The provider does not have sufficient knowledge of the requirements of the Statutory Framework for the Early Years Foundation Stage. The provider carries out some monitoring of staff practice and its impact on children's progress. However, this does not clearly identify some aspects of inconsistency in practice particularly in the baby room. This has resulted in some children in that room not being cared for appropriately. For example, children who are ill are not sent home. Staff are not suitably knowledgeable about recommended practice regarding controlled crying techniques or behaviour management of the youngest children in their care. The provider is aware that communication with staff has not always been as positive as it could be and measures have been put in place to manage this process better and new appointments have been made to complement the senior staff team. In addition, the owner has failed to inform Ofsted of significant events.

Some staff are confident in their knowledge of what action to take if they have a child protection concern, however this is not consistent throughout the nursery as some staff have not been trained. This puts children at risk. Although children in the pre-school room receive good support, the recent changes in staff have resulted in the younger children not having a key person who is able to support them. High staff to child ratios are organised to make sure that children receive good support in the pre-school area. Security at the setting is good. No one can access the building unless admitted by staff. All Visitors have to sign in and out ensuring that children are secure within the nursery.

Communication with parents is in its infancy. A questionnaire is being developed to gain feedback about the provision, which will help inform future practice. Parents do not always receive consistent information about the setting prior to starting do not always get regular updates about their child's progress. Staff have completed summaries for the two year assessment process but these have not yet been shared fully with parents. The manager has some contact with other services and agencies to help support children's development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure Ofsted are informed of any significant event (compulsory part of the Childcare Register)
- ensure Ofsted is informed of a change of manager of childcare (compulsory part of the Childcare Register)
- ensure Ofsted are informed of any significant event (voluntary part of the Childcare Register)
- ensure Ofsted is informed of a change of manager of childcare (voluntary part of the Childcare Register)

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY373992
Local authority	Dorset
Inspection number	902231
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	54
Name of provider	Christchurch Montessori
Date of previous inspection	16/12/2008
Telephone number	01202 240 920

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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