

# Cherry Tree Montessori Nursery

Cherry Tree Montessori, 1 High Street, Ashley Heath, RINGWOOD, Hampshire, BH24 2HP

<b>Inspection date</b>	23/07/2013
Previous inspection date	20/11/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Children's safety is compromised as visitors to the setting, who have not had their suitability checked, have unsupervised contact with children.
- Staff deployment is not effective in ensuring that all children receive appropriate levels of supervision and support at all times. This leads to children becoming bored and their behaviour deteriorating and at times, children are left unsupervised.
- Key person arrangements are not effective in helping children to feel settled and secure.
- Systems to monitor children's progress and development are weak and do not feed into future planning to ensure children's individual learning needs are met.
- Procedures for induction and ongoing supervision are poor. This means staff lack a secure understanding of their individual roles and responsibilities, which compromises children's safety.
- Weak leadership and management mean that systems to monitor and evaluate the overall quality of practice to secure continuous improvement are ineffective.

### It has the following strengths

- Children are encouraged to become increasingly independent in their play and learning.
- Children enjoy opportunities to play outdoors regularly and choose from the wide range of fresh fruits offered at snack time, which benefits their health.

## 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 in all the playrooms and the outside learning environment.
- The inspector looked at children's assessment records and planning documents and a sample of documentation relating to children's welfare.
- The inspector checked evidence of staff suitability and qualifications of practitioners working with children.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector held meetings and completed a joint observation with the manager of the setting.

## Inspector

Samantha Powis

## **Full Report**

### **Information about the setting**

Cherry Tree Montessori Nursery was first registered in 1990. It has been registered under its current private owner since 2009. It operates from premises in Ashley Heath, near Ringwood. The premises are a converted shop unit with two playrooms on the ground floor and a dedicated playroom for younger children on the first floor. Toilet facilities are situated on the ground floor, with additional nappy changing facilities on the first floor. There is a large garden for outdoor play. The nursery opens Monday to Friday, from 8am until 6pm, all year round. The nursery serves children from the local community and wider area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children from one year to under eight years may attend. There are currently 26 children on roll. The nursery is in receipt of government funding for free nursery education for two-, three- and four-year-olds. The nursery supports children who have learning difficulties and/or disabilities and those who learn English as an additional language.

There are seven members of staff who work with the children, including the owner/manager. The manager has an early years foundation degree as well as a Montessori qualification. Three staff hold Montessori qualifications to level 4 and two members of staff are qualified teachers. One member of staff holds a qualification in childcare at level 3.

### **What the setting needs to do to improve further**

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

- ensure people whose suitability has not been checked do not have unsupervised contact with children
- improve staff deployment arrangements to ensure children remain well supervised and supported at all times to ensure their care and learning needs are consistently met
- improve systems for ongoing assessment to help practitioners plan and provide learning experiences which reflect each child's individual learning needs
- improve the arrangements for assigning key persons, to help children feel settled and secure and to ensure that key staff understand children's individual needs fully
- implement effective systems for induction and ongoing supervision to ensure that all staff, including bank staff, have a secure understanding of the setting's policies and procedures and their individual roles and responsibilities within the setting.

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

- improve systems for self-evaluation so that priorities and targets for improvement are based on rigorous monitoring of practice.

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

Children's learning and development is not well supported. Their learning is often incidental and not well planned for to ensure they are all making adequate progress. Staff fail to monitor and share children's development and learning effectively to help them to plan and provide appropriate activities that support children in taking the next steps. For example, some children have very limited information in their learning folders about starting points or stage of development. This means that when changes to key persons occur due to staff leaving, the new key person has very little information to help them to plan activities to support children's individual needs. Staff are generally involved as children play. However, their deployment is not effective to ensure children receive the support they need throughout the day. For example, at snack time staff are engaged in other activities nearby rather than supporting children's needs. On several occasions, this

leaves a new member of staff to work alone to support all the children present. Children become bored and restless and start to wander around the room. Their behaviour deteriorates due to the lack of support from staff. The manager is present but fails to notice and address this issue. Staff have completed the progress check for two-year-olds; however, these have not been shared with parents. This means that parents would be unable to seek additional support if required. However, there are adequate systems in place within the nursery to link with other professionals to support the needs of children with learning difficulties and/or disabilities. The manager is aware that this is a requirement and has plans in place to address this.

At times, some children benefit from the support of individual members of staff, which engages them in their play and encourages their learning. For example, children identify letter names and sounds and trace their fingers over the sandpaper letter shapes. Some children suggest words that begin with particular letters, demonstrating their increasing understanding of the sounds letters make. When preparing their snack, older children are encouraged to chop up the items, such as fruit and cheese, by themselves. They talk about cutting the grapes in half, and discuss how many pieces this will give them. This gives children an increasing awareness of number and calculation. However, poor deployment of staff and knowledge of individual children's learning needs means staff do not promote the language development of the youngest children well.

Parents receive some information about children's learning and development. Learning folders are in place, but some contain limited information about children's learning, progress and next steps. Parents can ask to see these folders if they choose and attend more formal parents meetings annually with key persons. Some parents complete 'all about me' sheets, which provide basic information about children's interests before they start. However, these are not in place for all children to offer consistency in the support staff are able to offer.

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

Poor supervision compromises children's safety and welfare. At times, adults visiting and working at the nursery, whose suitability is not checked, have unsupervised access with children.

Overall, children are developing confidence and are encouraged to be increasingly independent. They help to cut up their own snack and freely access a suitable range of toys and resources. Staff teach children about boundaries and expectations regarding behaviour. For example, as they use knives they talk about how to use them safely. A lack of support from staff sometimes leads children to become bored, which has a negative effect on their behaviour. Key person systems are ineffective. Recent changes in staffing, as well as limited written information about children's learning and development, means that key persons do not always have a thorough understanding of children's individual needs. Not all children have an identified key person allocated before they start at the

nursery, to help children to feel settled and secure. Children have choice in where they want to play and what they want to do. They move freely between the different areas of the nursery and can often access the outdoor area. There are a broad selection of toys and resources, most of which are clearly labelled to allow children easy access. Staff complete daily risk assessments, which help to ensure the environment, both indoors and out, is safe and suitable. Recently erected high fencing helps to ensure outdoor areas are enclosed.

Staff support children's health well. Children benefit from having a wide selection of fresh fruits at snack time. They follow positive routines for hand washing. Effective nappy change procedures help to reduce the risk of cross infection. Children benefit from many opportunities to engage in physical activities. They take part in 'Pilates' sessions with a qualified teacher, learning to balance and control their bodies. They also enjoy many opportunities to play outside in the fresh air, using climbing frames, tricycles and balancing equipment with increasing confidence and skill.

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

This inspection was brought forward due to concerns received by Ofsted about the nursery; in particular, concerns regarding staffing levels, safety and support for children with special educational needs. The inspection found that although the nursery meets required staffing ratios, staff deployment is not effective in meeting the children's care and learning needs and keeping them safe. The key person arrangements are not effective in helping all children to settle and form secure attachments to individuals who understand their needs well. Also, staff fail to use ongoing observations and assessments well to help support children in making good progress. As a result of the inspection, actions have been raised relating to the complaint to improve staff deployment, assessment arrangements for learning and development and the key person systems. The management lack a secure understanding of the learning and development and safeguarding and welfare requirements outlined in the Statutory Framework for the Early Years Foundation Stage. Consequently, the nursery fails to meet some of the legal requirements. The management have not implemented effective systems for self-evaluation. Recommendations raised at their last inspection to improve support for children's learning and development and the settings monitoring systems have not been addressed. The manager of the setting does not implement effective monitoring systems to enable them to identify and prioritise areas of weak practice to ensure improvements are made.

Management follow adequate procedures when recruiting permanent staff. However, they do not complete appropriate checks on visiting teachers for specialist activities who are sometimes left unsupervised with children. There are also occasions when visitors to the setting have unsupervised contact with children. This puts children's safety at risk. This is a breach in requirements both of the Early Years Register and the Childcare Register. Although staff demonstrate an adequate awareness of safeguarding procedures, they are

not deployed effectively to supervise the children appropriately throughout the day to ensure their safety. Bank staff do not complete an induction prior to starting work at the nursery. This means they are not familiar with the settings policies and procedures to promote consistency. For example, they are unfamiliar with emergency evacuation procedures. Systems to support staff and manage their performance are weak.

Parents state that their children are happy and enjoy attending the nursery. They report they feel well informed, and some receive newsletters that keep them up-to-date with staff changes and events. Parents engage in daily discussions with staff, reassuring them of their child's well-being. Links made with other settings which children also attend help to offer some consistency between the different settings.

### 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 that no individual who is unsuitable to work with children has unsupervised access to a children (compulsory part of the Childcare Register)
- implement effective systems to ensure that any person in regular contact with children is suitable to work with children which must include obtaining an enhanced disclosure and barring service check (compulsory part of the Childcare Register)
- ensure that no individual who is unsuitable to work with children has unsupervised access to a children (voluntary part of the Childcare Register)
- implement effective systems to ensure that any person in regular contact with children is suitable to work with children which must include obtaining an enhanced disclosure and barring service check (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

<b>Unique reference number</b>	EY395931
<b>Local authority</b>	Dorset
<b>Inspection number</b>	924636
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Chrysoulla Anne Needham
<b>Date of previous inspection</b>	20/11/2009
<b>Telephone number</b>	01425477400

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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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