

# The Chilterns Montessori School

The Pavilion, Park Place, Seer Green, Beaconsfield, HP9 2FJ

<b>Inspection date</b>	01/10/2013
Previous inspection date	21/09/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children learn through some purposeful play, which covers all seven areas of their learning and development and they make satisfactory progress towards the early learning goals.
- Staff encourage children to make choices about what they would like to play with, which supports their self-confidence and independence.
- Children form positive relationships with staff, which supports their personal, social and emotional development.
- Children are learning the importance of leading healthy lifestyles, through healthy, balanced and nutritious meals and snacks and secure personal hygiene routines. Consequently, their health and well-being are appropriately supported.

### It is not yet good because

- The quality of teaching is not dynamic; consequently, staff do not inspire children to extend their learning further and build their capacity to learn as individuals.
- Staff do not plan well for the use of the garden; neither do they assess all risks properly in this area. Consequently, children's safety is compromised and opportunities for children to learn outdoors are overlooked.
- Parents have limited opportunities to look at their children's progress records and contribute to the assessment and planning cycle.

- The provider's self-evaluation is not thorough; therefore, it does not identify all areas for improvement in the provision.

### **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 children's activities indoors and outside.
- The inspector tracked children, looked at their assessment records, and discussed their progress with their key persons.
- The inspector reviewed documentation and discussed self-evaluation and improvement plans with the manager.
- The inspector spoke to parents.

### **Inspector**

Cordalee Harrison

## **Full Report**

### **Information about the setting**

The Chilterns Montessori School registered in 2006. is one of three nurseries owned by Oakwood Nursery Schools Ltd. It was registered in 2006. The Nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of three nurseries owned by Oakwood Nursery Schools Ltd. and The nursery operates from the cricket pavilion in Seer Green, Buckinghamshire. The nursery opens from 9.00am to 3.30pm each weekday, term time only. During school holidays a fun club operates for children up to the age of eight years, from 9.00am to 3.30pm. There are currently 23 children attending who are in on roll and all the children are in the early years age group. The nursery receives funding for the provision of free early education for children aged two-, three- and four year's old. The Nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It opens during school term times from 9.00am to 3.30pm each weekday. During school holidays a fun club operates for children up to the age of eight years, from 9.00am to 3.30pm. There are six members of staff who work with the children, four of whom hold relevant childcare qualifications, including the manager who holds a qualification at level 6 in Education Studies. The setting adopts a Montessori ethos.

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

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

- ensure staff supervision provides effective support, coaching and training for each practitioner to improve the consistency and quality of teaching and to help them ignite children's curiosity and enthusiasm for learning, and build on their capacity to learn
- ensure that there is clear and well-understood policy, and procedures, for assessing any risks to children's safety, particularly in the garden; make sure that staff are aware of the risks and what they need to do to minimise them .

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

- improve planning for the use of the garden to enable children to use it to support learning across all areas and to increase the learning opportunities for children who learn best outdoors
- review the self-evaluation process to continually identify the setting's strengths and areas for development
- provide greater opportunities for parents to review their children's progress records and play a more active role in the assessment and planning cycle.

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

Overall, staff plan and deliver a suitable range of activities that promotes children's learning and development appropriately across all areas. Although planning for the educational programmes identifies clear learning objectives, the quality of teaching is not dynamic. Therefore, the learning environment is not exciting to stimulate children to continually want to do more. Staff supervise children and give them time and attention, however, their engagement with them is not always confident to fully challenge children's thinking and extend their learning. Consequently, staff support children to make satisfactory progress in learning and development and this does not fully support children to prepare them for school. Children are developing their communication, language, physical and personal skills well. Some children show that they are able to concentrate, as they spend some time at individual activities and playing with friends. They promote their physical development and learn about personal safety, when they use tools such as scissors and suitable knives in their cooking and creative activities. Children count and use numbers in context, for example, they count the number of children in the group. Children

experience some large group activities. However, staff do not always differentiate these activities well for the benefit of all the children. For example, the focus group activity is too long for some children; they lose interest, fidget and distract others.

Staff are kind to the children and their responses to staff show that they are developing secure relationships. For example, staff sit at children's level and supervise them. Staff use routine activities, such as snack time, to promote children's learning across several areas well. For example, children learn to listen, speak and to follow instructions. They are learning why it is important to make sure that all the other children get a fair share of the snacks. Some children explain why they should listen and not run indoors. They show that they are using their improving coordination to manage some tasks, such as, pouring drinks and dressing for outdoors. These practices are helping children to increase their social skills and develop their independence. These are skills, which will provide some support children in their future learning, for example at school.

Staff set out reasonable amount of activities to encourage children to some make choices about their play. For example, there are some resources which are accessible to children at a low level. Staff are mindful to leave some activities, so that children can return to them if they chose. This goes some way to encourage independent learning. Children explore books with staff, as well as independently and they share their learning experiences with friends. Although, staff do not plan efficiently for the use of the outdoor area children show increasing physical abilities as they enjoy activities, which encourage them to use different groups of muscles. For example, they run, climb and use toys with wheels. Children are learning that their bodies move in many different ways.

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

Key persons work well with parents to help settle new children into the nursery. For example, they find out about children's starting points and interests, which enables staff to provide some familiar activities to welcome them in the group. These individual touches help children to begin to feel that they belong, promoting their emotional security.

There are systems in place for regular exchange of information with parents. This includes information about topics and activities, which helps parents to understand how children learn in the early years. Parents welcome the information that staff share with them. This helps parents to support their children's learning and development at home. However, there are fewer opportunities for them to review their children's achievement records to see their children's learning and development progress at nursery.

Staff welcome all families. Welcome notices in other languages provide a warm welcome for all parents. Children celebrate cultural festivals and have opportunities to play with resources that positively reflect people from different backgrounds and people with disabilities. This helps them to learn to value diversity. All children have equal opportunities to learn and staff treat them with the same concern

Established everyday practices, such as hand washing, eating healthy snacks, good care of

children's personal hygiene and physical exercise are helping children to learn about some aspects of healthy lifestyles. Children are starting to take some responsibility for their personal care. Some children let staff know when they want to use the toilet and use the toilet independently. This shows that they are aware of some of their personal needs. Staff's suitable hygiene practices increase children's understanding of some ways to support their health. Children are developing some understanding of personal safety under staff's guidance. For example, they use some tools safely during their activities. However, the nursery's risk assessment does not work sufficiently well to ensure that staff identify all risks to children in the learning environment well. For example, some outdoor equipment, including the large climbing frame that children use, is not safely maintained. Consequently, this does not safeguard children's welfare when they use it.

Children have easy access to a reasonable range of resources that are suitable and used to support their learning, particularly when they play indoors. However, staff do not make effective use of all of the nursery's resources, including the garden. For example, staff do not plan for outdoor play and learning effectively. Some children learn better outdoors and this lack of planning affects how well these children progress in their learning and development. Staff model good behaviour for children to see, they speak calmly to them and let them know when their behaviour is unwanted. This helps children to learn to play with others and to speak in calm voices. Children are learning to share and take turns. They behave well and this allows all of the children to use the available resources. These skills promote children's readiness for school.

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

Although there is clear planning to promote all of the programmes of education as required by the Statutory Framework for the Early Years Foundation Stage, the quality of teaching and learning in the nursery is not dynamic. Additionally, there are some breaches in the requirements for safeguarding and welfare. Staff carry out regular observations and track children's progress. However, they do not always use the information well to plan exciting activities to fire children's imagination. Consequently, children make satisfactory progress in their learning and development overall. Staff have completed some assessments for children at age two years and these show that children are broadly meeting expectations for their development stage.

Staff in the nursery demonstrate secure understanding of the child protection aspect of safeguarding. They are clear about what to do if concerns arise about children's well-being. Staff have knowledge of the nursery's child protection procedure and the local authority's procedure is displayed prominently to provide guidance for staff and parents. Staff are clear about their responsibilities and act in a timely manner to deal with concerns about children's well-being. The nursery's recruitment procedure is sound and all staff are fully vetted. The manager is fully vetted, suitably qualified and experienced to meet the needs of the children. However, the provider has not informed Ofsted of the person who is managing the nursery. This is a breach of the requirements of the Statutory Framework for the Early Years Foundation stage. Ofsted decided to take no further action and the

provider continues to meet the requirements for registration. The provider has taken immediate action to address this. Documentation includes all of the required information to safeguard children and promote their health and welfare.

There are some gaps in the leadership's understanding of safeguarding. For example, the indoor environment is safe and secure for children to use. All equipment, including fire safety equipment is properly maintained. However, the same thoroughness is not extended to the equipment in the garden. The garden area is secure; however, some of equipment, such as the climbing frame, is not properly maintained for children's safe use. This shows weaknesses in the leadership and management's understanding of assessing risks, and promoting children's safety. The nursery does not meet the requirements for the compulsory and voluntary parts of the Childcare Register.

The nursery has systems in place for self-evaluation, although these do not identify all areas for improvement. For example, some staff have had child protection training and improving the nursery provision for children aged two years. However, the leadership team has not identified weaknesses in the quality of the educational programmes and teaching. In addition, they do not use the garden sufficiently well to promote children's learning and development outdoors, or that there are some gaps in the information they share with parents.

The new manager now carries out appraisals for staff and is developing the nursery's training plan. Additionally, the leadership team is developing closer working relationships with the early years development officers to drive improvement for the benefit of the children.

**The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Not Met (with actions)</b>
The requirements for the voluntary part of the Childcare Register are	<b>Not Met (with actions)</b>

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

- make sure that the premises and equipment used for the purpose of childcare are safe and suitable for that childcare (compulsory part of the Childcare Register).
- make sure that the premises and equipment used for the purpose of childcare are safe and suitable for that 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

<b>Unique reference number</b>	EY334508
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	847622
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Oakwood Nursery Schools Ltd
<b>Date of previous inspection</b>	21/09/2010
<b>Telephone number</b>	01494 672209

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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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