

# Christchurch Montessori

247 Fairmile Road, CHRISTCHURCH, Dorset, BH23 2LH

<b>Inspection date</b>	22/08/2013
Previous inspection date	15/02/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	4
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 is unable to demonstrate that all adults working for the provision and in regular contact with the children are suitably vetted.
- The provider fails to ensure that food served to children is prepared hygienically and staff do not take appropriate hygiene measures to minimise the risk of cross infection.
- Improvement since the last inspection is limited and self-evaluation of the provision is weak. Weaknesses in the care of babies were highlighted during the April inspection, but their experiences are still poor. Not all staff currently working with them have suitable skills and babies' care and learning is not tailored to their individual needs.
- Staff do not encourage parents to regularly contribute accurate information about their child's development.
- Children's communication and language development is not promoted effectively.
- Some equipment and toys in the baby room are not clean.

### It has the following strengths

- Children benefit from regular outdoor play activities. These promote their creativity and allow more active children to play energetically and develop their physical skills.
- Children behave well and are learning to be kind and caring individuals.

## 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 the quality of teaching in the play rooms and outdoor play area.
- The inspector sampled children's assessment records and planning documentation.
- The inspector held a meeting with the manager to assess suitability and qualifications of staff and management's knowledge and understanding of the Early Years Foundation Stage requirements.
- The inspector took account of the views of parents.
- The inspector conducted a joint observation with the manager.

## Inspector

Bridget Copson

## **Full Report**

### **Information about the setting**

Christchurch Montessori registered in 2008. It is one of three settings owned by the provider in the local area. It operates from a large converted house in Christchurch, Dorset. Children are cared for in age related playrooms on the ground and first floors. There are two enclosed areas for outdoor play.

The group is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 56 children on roll in the early years age group. The group is in receipt of funding for the provision of free early education to children aged two, three and four years. The group is open weekdays from 8am to 6pm, 48 weeks of the year.

The group is privately owned. The two owners work within the group as general manager and early years advisor to staff. They employ eight staff to work with the children. Of these, one is an Early Years Professional, two staff hold a Montessori qualification and most hold or are working towards child care qualifications. The group follows the Montessori educational approach.

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

**The provision is inadequate and Ofsted intends to take the following enforcement action:**

We will issue a Welfare Requirements Notice requiring the provider to:

- ensure hygienic preparation for food; make sure all staff involved in the preparation and handling of food are food hygiene trained and competent to do so.

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

- ensure equipment is kept clean with particular regard to feeding chairs, toys and nappy changing equipment in the baby room.
- ensure that any person who is likely to have regular contact with children is suitable; record information about all staff's identity checks and vetting processes that have been completed, including the Disclosure and Barring Service check, reference number, the date a disclosure was obtained and details of who obtained it
- foster a culture of continuous improvement by implementing effective systems for self-evaluation to ensure all requirements and the needs of children are met at all times
- ensure the physical and emotional needs of babies are met; make sure that those caring for babies have suitable skills and are deployed appropriately so that babies receive good quality support for their care and learning
- develop educational programmes for language and communication, for example by describing what children are doing and providing good speech models

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

- encourage parents to contribute more information about their child's learning at home from the start

**Inspection judgements**

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

The staff fail to safeguard children's health and well-being and this affects how well their individual needs are met. There are also weaknesses in the provision for babies' care and learning, and in programmes to support children's communication and language development.

Staff monitor and promote children's learning appropriately from the start. They complete a 'my first day' summary of what they have observed about new children to help them to settle in and to plan their learning. Staff working with older children plan activities and experiences each week, linked to children's interests and their next steps of. This helps most children to make steady progress. However, not all staff plan younger children's learning precisely or have high expectations of them. As a result, babies and younger children are not encouraged to fulfil their learning potential in all areas. Staff share information about children's progress with parents and provide them with the required progress check for two-year-olds to keep them involved. However, parents are not encouraged to consistently contribute information about children's progress at home to support staff in promoting children's learning and development further.

Older children benefit from a range of Montessori activities, which promote their independence and life skills. Children learn to take responsibility in carrying out tasks, dress themselves and manage their own meals and self-care successfully. Consequently, these older children show good self-confidence. The resources help children to solve problems successfully and develop their understanding of numbers and shape. For example, children learn to order and sequence objects, learn what a number of objects looks and feels like and to recognise numerals. Most children feel valued as individuals. They bring toys in from home to show at group time, keep their possessions safe in their own boxes and share their views in discussions. These experiences provide children with a suitable range of skills to prepare them for their next stage of learning and school readiness.

Children's communication and language skills are not promoted well enough. Staff ask older children questions to encourage them to think and express themselves. For example, children described the cake mixture as being 'gloopy' and that it became 'hard' to mix. Not all staff, however, allow children sufficient time to think and respond, and miss some opportunities in discussions to extend children's language development further. Staff do not promote babies' language development adequately. They do not talk through activities and model speech to encourage babies to gain confidence and develop their vocabulary.

Children play regularly in their two outdoor play areas. This provides them with lots of active play to promote their health and physical development. For example, children practise team games and complete obstacle courses for their sports day, and they move in different ways using the physical play equipment. Younger children ride wheeled toys, climb and dig in the sand pit and chase bubbled around excitedly. Babies develop their balance and early mobility in their play room using open space and low furniture. Children also use the outdoor play areas to play with imagination and creativity. Children choose materials independently to design and cut out badges, wrist bands and crowns. They also dig in the sand pits and fill containers to make a 'dinosaur pie' with 'custard and more sprinkles'.

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

Staff fail to promote children's good health. This is because they fail to implement acceptable food-hygiene measures and not all equipment used by babies is clean. Those preparing meals do not always wash their hands before doing so. They sometimes leave food uncovered on the side for a significant length of time and do not always check the temperature of food to ensure it is safe for children to eat. The failure to check the suitability of all adults involved in children's care also impacts on how well children's welfare is safeguarded. These breaches of statutory requirements of the Early Years Foundation Stage and the Childcare Register show that the provider does not ensure children's well-being.

Staff implement suitable systems to help children settle and develop trusting relationships with staff. These include settling-in visits when children start and as they progress through the nursery. The generally consistent team of staff agree children's care needs and routines with parents to help children feel sufficiently safe and secure. Parents are kept informed of their child's daily activities through discussion and some information in their home link books. Children also bring in toys from home and some see photographs of themselves and their family displayed. This helps to support the transition from their home to the nursery and contributes to their personal, social and emotional development. Staff remind children consistently of what is expected of them and how to treat others with kindness and consideration. Consequently, children behave well and are developing caring and positive attitudes towards others.

Children enjoy a welcoming environment with playrooms organised to meet their developmental needs. Staff maintain a smoke-free environment throughout all areas of the nursery to support children's health. Staff organise toys to allow children of all ages to choose for themselves to promote their interests and independent play. Staff maintain a safe and secure environment. They monitor access to the nursery to ensure no unauthorised persons enter the premises. Staff keep children secure and supervise them sufficiently by keeping all exits secure. They carry out daily health and safety checks and regular risk assessments to maintain standards of health and safety. In addition, staff keep written records of any accidents or incidents involving children to monitor any commonalities in the provision or children's welfare. Children are involved in carrying out risk assessments with staff; they use a checklist to identify and discuss potential dangers. This helps children to learn about keeping themselves safe.

Children enjoy lots of activities and physical play in the outdoor play areas to promote their physical development. Children benefit from regular drinks of water to ensure they are not thirsty. Staff provide jugs of water outdoors, which older children top up throughout the day.

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

The provider does not ensure that all requirements of the Early Years Foundation Stage and Childcare Register are met. This compromises children's welfare and safety and does not ensure that every child, whatever their age, enjoys a range of activities and experiences that promote their all-round learning and development. The management and staff have a clear knowledge of the correct procedures to follow if they have a concern about the welfare of a child. Management follows suitable vetting procedures to help ensure staff are suitable to work with children. However, evidence to show the suitability of the minibus driver was unavailable. The manager states that this individual is not left unsupervised at any time with children. Management deploys staff to ensure minimum ratios are met, and most children are cared for by staff who hold the relevant qualification and skills to meet their needs. However, some staff in the baby room show a lack of awareness of how to meet the needs of the young babies in their care. A new room leader is scheduled to join the nursery team, and the manager hopes this will improve outcomes for these young children.

Management implements a suitable induction programme for all new staff to ensure they are familiar with the policies and procedures. However, weaknesses were identified in staff's food-hygiene practice, and the manager was surprised to find out that expected procedures were not routinely implemented. This raises concern about the effectiveness of monitoring practice and the provision. Monitoring of the educational programmes and care provided is not fully effective to ensure staff challenge all younger children well and promote all aspects of their physical development successfully. Management hold staff meetings every term and annual appraisals to identify some training needs. Staff have addressed the actions and recommendations from the previous inspection. In addition, management has written a self-evaluation form with some priorities and plans for development identified to promote improvement in within the provision.

Partnerships with parents are sound. Parents receive clear information about the nursery. This includes how staff implement the Early Years Foundation Stage through the Montessori educational approach. The nursery keeps parents informed appropriately through discussion, home link books, displays and summaries of their child's learning. Staff value parents' views and respond to their suggestions for improvement. As a result, new security measures have been implemented and menus made more visible. Parents share their views of the nursery. They state they feel confident their children are 'well cared for and happy' and they are 'happy with all aspects of the care'. Staff have established suitable links with the other early years settings some children also attend for consistency of care.

### 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 there are effective systems to check that any person caring for or in regular contact with children is suitable to work with children; these must include obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- ensure there are effective systems to check that any person caring for or in regular contact with children is suitable to work with children; these 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>	EY373992
<b>Local authority</b>	Dorset
<b>Inspection number</b>	933073
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	36
<b>Number of children on roll</b>	56
<b>Name of provider</b>	Christchurch Montessori Partnership
<b>Date of previous inspection</b>	15/02/2013
<b>Telephone number</b>	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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