

# Treasure (Johanna) Montessori Nursery Pre School

105 Portsmouth Road, Frimley, Camberley, Surrey, GU16 7AA

<b>Inspection date</b>	17/12/2013
Previous inspection date	26/01/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children are choose and are given time to follow and explore their own interests and make good progress in their learning and development.
- All children and their families are respected and welcomed into the nursery. This includes nurturing children from a diverse range of backgrounds with very different starting points.
- Staff have good systems for monitoring progress in all areas of learning and development, linking this with planning next steps and developing opportunities for learning.
- Children show increasingly high levels of self-control in the care and respect they develop for their own activities and in caring for their environment.
- Leadership is strong and ensures that the provision meets the safeguarding and welfare requirements of the Early Years Foundation Stage and has effective systems to monitor their implementation.

### It is not yet outstanding because

- Informal role-play activities during free-play sessions are more limited; restricting children's opportunities to re-enact their ideas and develop their skills through imaginative and cooperative play.

## **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 the deployment of staff, activities and care routines in each of the rooms and outdoor play areas and talked with staff.
- The inspector reviewed documents relating to safeguarding, staff recruitment, behaviour management, pre-school's planning and evaluation documents and checked a selection of other policies.
- The inspector sampled a range of documentation including children's records, progress checks, tracking and accident and incident records.
- The inspector took account of the views of parents spoken to on the day, checked the complaints log and reviewed information available from parents' written comments.
- The inspector met with the manager and observed practice with her throughout the inspection.

## **Inspector**

Helen Robinshaw

## Full report

### Information about 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 secure 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. There are currently 17 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. The setting is in receipt of funding for the provision of free early education to children. There are currently five members of staff working at the pre-school, including the manager. Three of whom have appropriate early years qualifications at level 3 and above, one at level 2 and an apprentice who is currently in training. The owner is currently working as the manager on a daily basis.

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

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

- review the organisation of the indoor and outdoor play environment to enable children more daily access to cooperative and/or imaginative role play.

### Inspection judgements

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

Children are making very good progress in all areas of learning and development in this harmonious and caring nursery. The nursery follows the Montessori philosophy. Staff trust and respect children's natural drive to learn and construct their own sense of who they are and how they fit into the context of their wider world. The nursery staff serve the children's drive by bringing the world to them through carefully chosen resources and by building on children's interests and choices. Sensitive observations of children's learning lead to effective monitoring of progress across all areas of development. Initial and ongoing assessments relate to both the Montessori curriculum and the Early Years Foundation Stage. Children's individual learning portfolios are full of photographs and dated observations providing a delightful and informative record, which parents greatly appreciate. Staff identify next steps in children's learning and include these in their forward planning and extension of activities with the children. Children therefore continually make clear steps forward in their learning and development and their long-term progress at the nursery is good.

The nursery follows a daily routine that includes mealtimes, care routines, outdoor play

and free play. In addition in the morning children follow a 'work cycle' where they can choose independently from a very wide range of accessible, carefully planned and moderately challenging resources. For example, children may choose to thread beads, pour water from a jug to a glass or peg socks on to a small clotheshorse. These practical life materials involve children in precise movements, which challenge them to concentrate, to work at their own pace uninterrupted, and to complete a cycle of work. Children learn to control their movements, understand basic mathematical and scientific concepts, care for themselves and care for the environment. Children show they have completed an activity by putting the resources back on the shelf. This places the emphasis on children enjoying meeting challenges for their own sake and enhancing their feelings of satisfaction and confidence rather than on incompleteness or lack of success.

Staff place a keen focus on promoting the acquisition of communication and language skills in children. This means that children from a very wide range of cultural and linguistic backgrounds make good progress in their learning. Staff place a high priority on encouraging children to express their thoughts, ideas and feelings verbally. A wide variety of songs, rhymes, poems and stories help children refine their communication and language skills. In addition to hearing and seeing letters and sounds, children learn to feel them by tracing sandpaper letters. When a number of letters are familiar children are ready to use a movable alphabet. These cardboard or wooden letters enable children to reproduce their own words, then phrases, sentences and finally stories. Children engage in their play and exploration as they have chosen the activities they are curious to discover or master for themselves. They use their senses to explore their own world and their place in it. This helps to motivate children, as they are actively involved and have time to persist with tasks when challenges occur. Parents commend the nursery for how much progress their children make in their learning and how long they will now concentrate on activities at home.

A good balance between staff results in highly perceptive, patient and gentle teaching techniques. All staff demonstrate an enthusiastic drive for improvement and feel the Montessori philosophy aids children's ability to absorb knowledge and continue on their path of self-construction. From an early age children are developing a sense of order and they actively seek to sort, arrange and classify their many experiences. Babies and toddlers can select and explore a wide range of toys, as they manipulate, swing, rock and climb up, over and through carefully chosen equipment. Attentive staff watch and facilitate their achievements every step of the way. Staff develop children's sensory development through activities and use these as a means to develop children's perception and understanding. Staff skilfully use these activities to develop children's problem solving and abstract thoughts. For example, the pre-school room has many resources for children to use that develop a sense of the world around them. They touch and explore jigsaw pieces of landforms, globes and musical instruments from around the world. They sing songs from different countries and celebrate a diverse range of festivals, faiths and foods. Parents note their surprise when at home their three- and four-year-olds contribute to conversations about different countries or events that are happening in the world. They attribute this to the quality of teaching at the nursery and the time staff give to developing children's thought process so freely.

Staff create an environment which generally offers children freedom of movement, choice

and engagement. Children gain independence, self-confidence, dignity and a strong sense of personal worth as they master their skills and their environment. However, there are less opportunities available for children to act out their experiences with other children during 'work cycle' and 'free play' activities. For example, a lack of utensils and real or imaginary food around the play kitchen unit limits the quality of experiences that children can act out together. The nursery places considerable importance on encouraging children to consider their actions and think how these affect the rights and feelings of others. This prepares children well for their next steps in learning in the wider world.

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

The nursery has a good key person system in place and individual staff take exceptional care in helping children and families settle into the nursery. This means that children feel safe and secure and that parents are confident in the high levels of care their children receive. Babies and toddlers have time to explore play areas designed to stimulate their interests, but also join with the older children for meals, some free-play and outdoor time together. Bringing all ages of children together encourages younger children to learn from their older friends and encourages older children to become more mindful of looking out for the needs of young children. The peaceful atmosphere of the nursery is calming to children and fosters a positive sense of belonging.

Staff teach children using the Montessori philosophy. This encourages children to learn to do things by and for themselves. Staff use good teaching techniques to provide children with opportunities to acquire skills, which support their independence. Children learn to manage daily risks such as using scissors from a relatively early age. They use everyday utensils in the 'work cycle' and also engage in frequent cooking activities. The resources available encourage children to practise their skills of attaching Velcro, pulling zips and fastening buttons of decreasing sizes. These skills help children quickly learn to get themselves dressed and ready for outdoor play. Children show increasingly high levels of self-control as they follow established hygiene routines, including cleaning their teeth. Children develop high levels of respect for their environment by helping to clear away plates and tuck chairs back under the table when they move on to other activities. Children learn what is expected of them and good manners. They thank the onsite cook and nursery nurse for delicious home-cooked meals and ask politely if staff will help them remove their aprons. Grace and courtesy are highly prized in this nursery and children from all backgrounds strive to meet these expectations. Parents comment on the contrast of this non-competitive atmosphere with the pressure they sometimes feel under to rush children through childhood. Children from all backgrounds experience a highly focused set of expectations for learning courtesy and respect for people of all ages. This all helps them to be emotionally well prepared for their next stages of learning.

Staffs' daily working practices at the nursery help to protect and support children and routinely implement measures that help keep children safe and secure. Children develop a sense of personal safety within the setting as staff consistently and patiently explain and guide them. For example, the extensive garden area includes a large climbing frame where staff carefully guide children in moving away from the swings or how to hold the

rope tightly as they pull themselves upwards. Staff model and explain to children why there are potential dangers and how to manage them successfully. The garden, like the house, is generally a stimulating environment for learning and challenge. Children grow vegetables, play with noise-makers and learn about their senses. There are opportunities to exercise and develop their physical skills, for example by playing racket games. However there are less resources outside to help foster children's imaginative role-play with other children.

Regular written reports including the progress check for two-year-old children helps keep parents fully informed about their children's progress across all areas of learning and development. Staff quickly identify gaps in children's learning and skilfully support children so these gaps are rapidly closed and children are emotionally ready for their moves to school or elsewhere.

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

There is a strong leadership team, led well by the owner who is also currently acting as the manager. Parents state they appreciate the businesslike manner of the owner and they recognise her passion for their children's learning, her dedication and accountability to them, and the high standards she inspires throughout the nursery. Good systems are in place for the recruitment, vetting and appointment of staff and for continued supervision and appraisal. This helps to make sure that staff are, and remain, suitable to work with young children. All mandatory documentation for the safeguarding and welfare of children is in place and implemented effectively on a daily basis. Staff are aware of signs and symptoms of potential abuse and of the procedures to whistle blow should they need to. Parents speak favourably of the levels of security at the nursery, especially on entry and in the secure outdoor play areas. Policies to safeguard children from misuse of mobile phones, cameras and social networking sites are firmly adhered to by everyone. All staff have undertaken recent training in safeguarding children and paediatric first aid. Grading for food hygiene levels is at the highest level and the cook ensures that children have a balanced diet of healthy and nutritious home-cooked meals.

The owner-manager has a clear understanding of the Statutory Framework for the Early Years Foundation Stage and knows exactly what she wants her team to achieve through the education programmes. She communicates this effectively to parents and actively encourages them to engage in their children's learning. Parents' regularly share information on their children's interests and activities for the staff to build on. Systems for observing, monitoring and developing children's progress across all areas of learning and development are effective. Children's learning journals document the steady and significant progress children make during their time at the nursery. Children who arrive later or with less advanced starting levels soon close any gaps due to the attentive care of experienced and nurturing staff. Parents have opportunity to comment on current nursery practice through annual questionnaires and regular meetings. When parents report different preferences for formal parents' evenings or more regular informal updates staff work hard to be both flexible and accountable.

The manager reflects carefully on how well the team can sustain and improve achievement for all children. There is a strong emphasis on making continual improvement. Since the last inspection the nursery has worked on staff deployment, ways for children to explore and share their ideas and feelings and on increasing the range of learning opportunities in the garden area. The house is a listed building with outside steps on to the area of lawn. Children have ample time to play and discover the outdoor environment and large spaces to move about inside.

A comprehensive self-evaluation process helps the nursery to identify some areas for further improvement. Systems of routine supervision and professional development also identify areas for staff training to diversify expertise as numbers increase. Parents comment that staff are responsive to feedback and that they respect their wishes when they make specific requests for changes in their children's care routines. The nursery manager also works effectively with local authority advisors in supporting all children to make the best possible progress given their starting points.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY432925
<b>Local authority</b>	Surrey
<b>Inspection number</b>	816695
<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>	50
<b>Number of children on roll</b>	17
<b>Name of provider</b>	Engagis Ltd
<b>Date of previous inspection</b>	26/01/2012
<b>Telephone number</b>	0127629774

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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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