

# Claygate Montessori School

Claygate Village Hall, Church Road, Claygate, Esher, Surrey, KT10 0JP

<b>Inspection date</b>	29/01/2014
Previous inspection date	05/02/2013

<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		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 requires improvement

- Children thoroughly enjoy their time at the setting. Relationships between them and staff and with each other are extremely positive.
- The setting is equipped with high-quality play and learning resources that challenge and interest children. Staff make good use of open-ended questioning to challenge children's critical thinking skills.
- Staff work closely with parents to support children's emotional needs.

### It is not yet good because

- Not all assessments completed on children are accurate enough to identify and target children's specific needs and staff do not always ensure that children receive the necessary external support to close gaps in attainment in readiness for school.
- Arrangements for providing staff with opportunities to engage in personal discussion about their professional development needs and performance are not regular enough.
- Leadership systems for monitoring the quality of teaching practice are not fully developed.
- Children have less opportunity to engage in dynamic play and learning during the second half of the morning

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children engaged in play and learning indoors.
- The inspector sampled a range of records and documentation, including children's assessment records, policies and procedures and the settings self-evaluation.
- The inspector carried out joint observations and a meeting with the provider.
- The inspector spoke to a number of parents taking account of their views.

## Inspector

Amanda Tyson

## Full report

### Information about the setting

Claygate Montessori School registered in October 2009. It operates from the small hall in Claygate Village Hall in Claygate, Surrey. Sometimes they use a larger hall for physical play, such as football. The group have shared use of the toilet and kitchen facilities. Staff accompany children when using areas of the premises which are not in sole use by the group. There are currently 22 children on roll, all of whom are in the early years age range. The setting receives early education funding for children age three and four years. The setting supports children with special educational needs and disabilities and children learning English as a dual and additional language. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register, although there are no older children attending. Children attend for a variety of sessions. The setting is open each weekday from 9am to 12.45pm term time only. All children bring a packed lunch. They have access to a secure enclosed outdoor play area. Children come from the local community. The setting employs four members of staff, an administrator and a special needs support worker. The provider is also the manager. She holds a level 4 Montessori qualification. One staff member has a level 3 early years qualification, another has level 2. One staff member is working towards achieving a level 3 qualification.

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

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

- improve staffs skills in completing assessments on children; so that they accurately identify children's individual needs, particularly any gaps in attainment; ensure, where applicable, children receive early intervention to enable progress in readiness for school
- improve systems for monitoring the quality of teaching practice, for example, by providing all staff with regular opportunities to engage in personal two-way discussion with management about their professional development needs, and assessments and planning for individual children.

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

- review, evaluate and strengthen planning for the latter part of the morning so that it reflects the quality of planning achieved for the first half.

## Inspection judgements

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

Staff understand very well how children learn and develop. However, the quality of staffs assessments, including the progress checks for children age two years, varies between staff. Some are not accurate or relevant enough to the individual child. This means that staff do not always target the most pertinent aspect of children's development to ensure they make the best possible progress. For most children this has little impact on the outcomes for their progress because staff plan a varied and stimulating range of activities and interact very well with children to support their learning. However, this is not the case for all children. Staff sometimes fail to recognise the importance of securing additional help for children when gaps in development, such as in speech, are noticed. In these instances children are not best prepared for school. In contrast though, children who have pre-identified special educational needs and/or disabilities thrive in this environment. This is because staff work closely with parents and the external agencies involved with children to support their individual educational plans. Staff display a picture timetable and use props to support stories and singing. These strategies are useful to children if they are learning English as an additional language or if they have communication and language delay. Very able children are consistently challenged by staff.

Staff use the information they gain from their observations of children's interests and this generally enables them to plan and provide a good range of stimulating and challenging activities. These cover all areas of learning. Planning for the first half of the morning session is very successful. Children are inspired on arrival to immediately engage in worthwhile play and learning. They are fascinated by the Montessori teaching equipment, such as little glass jugs and pipettes for pouring and transferring water, and little ladles and tweezers for transferring grains. Staff give children time to experiment and practice their developing skills. They know when best to step in to help children discover new concepts, such as that a wet sponge is heavier than a dry one. Staff teach children how to build a tower using ten precisely measured cubes. Children use spindles to represent quantity which they match to numerals. Children learn to recognise the sounds of letters as, with good staff support, they use their forefinger to trace around sandpaper letters. Children thoroughly enjoy this effective sensorial approach to learning.

Staff encourage children's listening and attention skills by making good use of props to support the singing of rhymes and telling of stories. In addition to the Montessori teaching equipment, children have access to good quality toys. For example, they persist for ages working out how to unlock the four doors on a cube sized house using different keys. Children show highly developed pretend play skills as they combine what they know about the real world with fantasy. For example, they create an island out of giant blocks and 'cannon blast away' imaginary coconuts. Staff make good use of the outdoors to support children's learning in all areas. For example, children grow vegetables, weave ribbons through mesh, make music using kitchen utensils and ride bikes and scooters. Staff take children to the local park where they enjoy tree climbing and jumping off logs and collecting nature items to bring back to nursery for closer examination.

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

Children are cared for in a cosy, well equipped and safe environment. The key-person system is well established and used effectively to help children settle into nursery life through a gradual parent separation process. Staff work closely with parents to support children through emotional changes, such as going into hospital. Older children are helped to prepare emotionally for school through varied planned activities and discussions during the summer term. However, staff delay in arranging for children to receive help in some areas, particularly children with speech difficulties. This means there is a potential impact on children's ability to be able to socialise with other children who do not know them. Staff are very kind and caring and relationships between children and children and staff are extremely positive. Squabbles are rare because children are generally very well occupied. Staff use positive language, redirection and distraction to encourage children to behave well. For example, staff give very young children, with less developed attention skills, a prop to hold during story time to prevent them from distracting others. Children contentedly use resources on their own as well as engage in highly cooperative play with each other. They negotiate roles for imaginative play and help each other to solve practical problems. This prepares them well for school. Children are well supported by staff to develop practical life skills. For example, they confidently make their own decisions, learn to manage buttons and zips and use keys to unlock doors. Children have plenty of practice with pouring and so competently help themselves to drinks. Children help themselves to play and learning resources and return them before selecting another. Children alert staff when they notice a missing or broken toy, showing a strong sense of belonging to the environment.

Staff encourage children's understanding of good health as they talk to children about how their body works, about doctors and hospitals and by engaging them in medical related role play. Children take part in a good range of physical activity, such as movement and dance, log climbing in the park and bike riding. Whole group snack and lunch times are well organised by staff who sit and eat with the children and engage them in sociable conversation. Children are reminded about hygiene rules, such as nose blowing, coughing and hand washing, by photographs. Staff promote road safety when they are out and teach children how to behave if approached by 'off the lead dogs'. Children learn about fire safety through discussions about fireworks, and when they practice the emergency evacuation procedure.

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

This inspection was brought forward by Ofsted because it was judged to be inadequate at the last inspection. The setting has improved considerably since then, although is not yet fully demonstrating the characteristics of a good judgement. The provider has implemented a clear procedure for ensuring that staff are fully vetted by the Disclosure and Barring Service before they start working with the children. There are now sufficient numbers of qualified staff employed. Provision for outdoor play has been greatly

improved. Staff now plan for all areas of learning, rather than just physical development, for this area. There are now systems in place for completing observations on children. However, further improvement is required to ensure consistency between staff. Activities are fully inclusive. Staff enable the involvement of very young children in story and singing time with the use of puppets, and children with visual impairment through the use of sensorial signage. However, the provider, who is also the manager, works with the children alongside staff. This limits her availability to monitor the quality of teaching to ensure consistently good practice. Although the provider completes a yearly appraisal on staff, these focus too heavily on staff identifying their own training needs. Nonetheless, the provider is supporting one experienced member of staff to gain a level 3 qualification and completion of this is due in the summer. There are far more strengths than weaknesses in the teams planning for the educational programme, and the provider shows immense commitment to addressing these. Before the end of the inspection a clear and astute action plan for improvement was emerging. This includes further training for the special educational needs coordinator and leadership training for the provider.

Children's welfare is effectively supported by staff who have all completed child protection training and who carry out effective risk assessments on the premises. Accidents are minimal. There are suitable procedures in place for managing underperformance and the setting's safeguarding policy includes the procedure to follow in the event of an allegation against a member of staff. There is a 'whistle blowing' policy which is fully understood by staff. There is also a policy banning staff from using personal mobile telephones and cameras. All records and documentation required for the safe and efficient management of the setting are in place. There are good procedures in place for keeping children safe on outings. All staff have valid paediatric first aid certificates, so are well equipped to treat minor injuries and to respond to certain emergency situations.

In many respects the settings partnership with parents is good. Staff communicate very closely with parents to support children's wellbeing. Parents are provided with regular reports on children's progress, which in many cases are accurate. Parents are provided with detailed information to explain the settings Montessori teaching methods. Parents receive a regular newsletter informing them of any learning themes and the daily planning is clearly displayed. Parents are invited to attend an open morning once per year when children are not present. Staff set up the learning environment to further explain how children learn through play and use of the Montessori teaching equipment. Parents hold the setting in very high regard. They mention the incredible support they receive from staff for specific situations and say that children's progress is rapid, beginning immediately on entry. They highlight children's ability to play and learn independently and the enthusiasm children have in attending. However, in some cases partnership with parents is not strong enough to ensure that gaps in children's learning are effectively addressed. The setting works in strong partnership with external agencies involved with children. The team welcome the mentoring and coaching provided by children's individual support workers and this helps to strengthen their knowledge and skills in relation to specific disabilities. The provider is proactive in initiating communication with children's previous early years settings to help ensure children's individual needs are fully understood.

The provider is working hard with the staff to improve the setting for the children and this

is evident from the progress made so far, although there is still more to do.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

## 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>	EY403015
<b>Local authority</b>	Surrey
<b>Inspection number</b>	910301
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	18
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Sophie Hardie
<b>Date of previous inspection</b>	05/02/2013
<b>Telephone number</b>	02083988104

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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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