

# Willow Tree Montessori Kindergarten

80 Lumley Road, HORLEY, Surrey, RH6 7JL

<b>Inspection date</b>	20/02/2014
Previous inspection date	06/05/2010

<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		2
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

- The key person system is well established. Interactions between staff and children are warm and sensitive and, as a result, strong relationships are formed.
- Skilful, sensitive support for children's learning ensures that all children make good progress.
- Children develop a good understanding of the importance of health and hygiene through practical experiences and encouragement from staff.
- Safeguarding has very high priority at the nursery so that children play and learn in a safe and secure environment.

### It is not yet outstanding because

- Systems for self-evaluation and improvement planning are good. However, these do not clearly evidence the nursery's good rate of improvement to support the provision for children's learning and development.
- Parents are encouraged to share information about children's learning and development at home. However, the systems used to record this information do not make it clear how this process contributes to children's learning.

## 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.

## Inspection activities

- The inspector observed all areas of the premises used by children.
- The inspector spoke with staff, parents and children at appropriate times during the inspection.
- The inspector met with parents to gain their views about the nursery.
- The inspector undertook a joint observation with a senior member of staff.
- The inspector sampled documentation, including children's progress records and a range of policies and procedures.

## Inspector

Barbara Hall

## Full report

### Information about the setting

Willow Tree Montessori Kindergarten opened in 1994 and registered under the current ownership in 2009. The nursery has sole use of a single-storey building, close to the town centre of Horley, Surrey. All children have access to an enclosed outdoor play area. The nursery offers a Montessori approach to learning alongside traditional early years education and care. The kindergarten is registered on the Early Years Register. There are currently 38 children on roll aged in the early years age range from six months to five years. The nursery receives funding for the provision of free early education to children aged three and four. The nursery supports children with special educational needs and/or disabilities and those children learning English as an additional language. The nursery opens each weekday from 8am to 6pm for 50 weeks of the year. There are currently six members of staff. Of these, one holds Qualified Teacher Status and the others hold relevant early years qualifications.

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

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

- make better use of systems for self-evaluation and improvement planning to clearly evidence the good rate of progress made in the nursery and benefit the quality of children's learning
- strengthen systems to involve parents in consistently contributing to children's learning records to support their children's learning and development at home.

### Inspection judgements

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

Staff provide a welcoming, friendly environment and both children and staff demonstrate they enjoy their time at the nursery. The atmosphere of the nursery is purposeful as staff plan activities to meet children's interests and needs across all areas of learning. As a result, children of all ages make good progress in their learning and development. Staff have a good understanding of how children learn and know the preferences and abilities of the children in their key groups well. Regular, sensitive observations are made of children and staff use this information to plan exciting and challenging activities which children enjoy. Staff complete written developmental records on each child and room leaders monitor these for consistency. Next steps for learning are clearly identified and these are shared with parents and staff. Information about children's progress is regularly shared with parents and parents spoken to say they feel well informed. Appropriate arrangements are in place to complete the required progress checks for two-year-old

children and staff share these checks with parents.

Children enjoy a good mix of adult-initiated and child-led activities. They are given time and support to make decisions about their learning and to access a wide range of materials and resources independently. This approach helps them to develop their independent learning skills, confident in the knowledge that staff are nearby to extend their enjoyment and learning. Staff interact sensitively to support children's learning through their self-chosen play. For example, while playing with a set of similar shaped cutters, children sort them according to size, count and record the numerals. Staff involve children in the daily routines of the nursery, such as preparing for mealtimes. As a result, children develop mathematical skills when setting tables and learn to recognise names when choosing place mats.

Staff support children's developing language and communication skills skilfully. Those staff working with the youngest children use good eye contact and simple clear language. They use rhymes, songs and games to encourage children's language and praise children's first attempts at using words. As a result, the youngest babies vocalise confidently and older children gain a widening vocabulary. Adults encourage children to use language to express themselves and to negotiate. For example, when a child wants a turn in using the laptop, he explains this to another child. They discuss using the sand timer to decide when it will be his turn.

Children have access to a good collection of well-chosen books and resources, such as puppets, soft toys and story-related, dressing-up clothes. When a child dresses up in such a costume, a member of staff suggests that they share the associated story. In addition to large group story sessions, children frequently cuddle up to a member of staff with a book, either on their own or with a friend. Children also receive good opportunities to develop pre-writing and writing skills. They have free access to a wide range of materials in all areas, including outdoors, which they confidently explore and use during their play.

When necessary, staff work closely with the setting's special educational needs coordinator to support children with special educational needs and/or disabilities. Staff liaise with parents and seek advice from other professionals in order to meet all children's needs effectively. The setting meets the needs of children who speak English as an additional language well. Staff liaise with parents to learn key words and displays reflect the range of languages spoken by families and staff at the setting. Children are given time to absorb language and are sensitively encouraged to speak English when they feel ready. As a result, children learning English as an additional language make good progress in the nursery.

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

Children thrive in the caring, friendly and happy atmosphere. The environment provides a welcoming space for children where they can relax and enjoy their time at nursery. The indoor environment has recently undergone a complete change and consideration given to the layout of the space. As a result, children can freely access activities and resources and

develop good levels of independence. There are good key person arrangements in place. Each key person takes lead responsibility for liaising with the parents of their key children and sharing information. Consequently, strong emotional attachments can be seen throughout the nursery and children's well-being is well supported. Children seek out familiar adults for reassurance and comfort when necessary. Parents are encouraged to provide the nursery with photographs of the children's families and staff use these to support the settling-in process. The youngest children regularly spend time with older children and, as there is a small, consistent staff team, children are always cared for by someone they know well. As a result, children's social skills and confidence develop well and good relationships are formed throughout the nursery.

Staff act as good role models by listening to the children and each other and speaking politely. All staff have high expectations of children. There is a consistent approach to behaviour management so that children generally behave very well. They are friendly, polite and confident. They respond well to the positive, caring interaction of staff, who remind them gently of expected behaviour, such as 'We work together'. Older children are encouraged by staff to negotiate and discuss issues, such as wanting to use the same piece of equipment. As a result, children demonstrate good levels of self-control. All children receive individual care and attention from adults who know their needs well. Staff liaise closely with parents to ensure that the youngest children and babies can follow their own individual care routines.

Staff give high priority to the safety of children. Thorough risk assessments are carried out and daily checks are made of the premises and equipment. Children learn how to keep themselves safe when using equipment and demonstrate this, for example, when carrying scissors. Staff support children to develop a good understanding of how to keep themselves healthy. Children know to wash their hands before eating and laying the table and learn to use tissues to blow their noses. At meal times, older children gain independence as they help set the table and serve themselves. The setting provides healthy, nutritious snacks and meals and children independently help themselves to drinks throughout the day so they do not feel thirsty.

Staff prepare children effectively to ensure they are emotionally well prepared for their next stage in learning. Children regularly spend time playing together in one room, which helps to ensure they feel relaxed with all the staff. The management has developed good links with the local schools and reception teachers visit children at nursery. Staff accompany children on visits to school and talk positively about the visit on their return. Children dress up in school uniforms and share photographs of the schools they will be attending. These activities support children to feel confident about making changes.

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

The management team has a good understanding of the requirements of the Early Years Foundation Stage. Leadership of the nursery is efficient and very supportive so that the members of the small staff team work well together. Systems are in place to monitor that

the educational programmes are successful in ensuring children make good progress. As a result of successful use of monitoring systems, the manager has a clear overview of the progress made by all children. This ensures that any gaps in provision or progress for individuals or groups of children can be identified.

Arrangements for safeguarding children are fully in place and staff are clear about their responsibility for keeping children safe and free from harm. Staff demonstrate a thorough knowledge of the procedures to follow if they have any concerns about a child's welfare. Regular risk assessments identify potential hazards and staff carry out safety checks daily to help keep children safe. Effective recruitment processes and the completion of all required checks ensure staff have relevant qualifications and are suitable to work with children.

Effective systems for staff supervision and performance management are in place. As a result, appropriate support and professional development is planned for all staff as necessary. A thorough induction process is in place for new members of staff and all staff regularly review nursery policies to ensure their knowledge is up to date. All staff and parents contribute to the thorough and accurate self-evaluation of the nursery. Management puts in place clearly identified priorities for improvement effectively. However, as this information is not recorded in a consistent way, it is difficult to demonstrate the nursery's good rate of improvement to benefit the provision for children.

Partnerships are very well established and are effective in meeting the needs of all children. The nursery works well with the local authority, seeking advice, support and training. Good links with local schools and children's centres result in consistent and coordinated care for children. Parents feel very welcome at the nursery. They speak with staff daily and receive regular, written information. As a result, they feel well informed about their children's progress. All parents are encouraged to share information about their children's learning and development at home. However, this is not recorded consistently and, therefore, it is not clear how this information contributes to the assessment process and children's learning. Parents state that they find the nursery staff approachable and friendly and that they know the children very well.

## 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>	EY404311
<b>Local authority</b>	Surrey
<b>Inspection number</b>	845783
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	22
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Emma Clare Foster
<b>Date of previous inspection</b>	06/05/2010
<b>Telephone number</b>	01293 820721

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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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