

Olive Tree Montessori

Manor Park Young People's Centre, Villiers Road, Slough, SL2 1NP

Inspection date

10/01/2014

Previous inspection date

05/12/2012

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

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 management of the nursery is not effectively meeting a number of safeguarding and welfare requirements, including those for the recruitment and vetting of staff and the induction process. This results in a failure to maintain children's safety and their welfare.
- The management do not sufficiently ensure all staff have safeguarding training to enable them to work effectively to protect the children in their care. Consequently, children are put at risk.
- The key person role is not sufficiently established to effectively exchange information with the parents and to ensure a growing attachment to support children's emotional development.
- The learning environment is not consistently well-organised to offer a broad range of activities to cover all the areas of learning in practical ways.
- Current self-evaluation systems are not robust enough to identify and address key weaknesses in practice.

It has the following strengths

- Children have valuable opportunities to develop a positive sense of identity and culture.

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 examined some documentation relating to the suitability and qualifications of staff, a sample of children's records, development plans and staff records.
- The inspector completed a joint observation with the manager.
- The inspector talked to parents, staff and children, and held discussions with the manager and the registered provider.
- The inspector observed children's play and staff interaction, both indoors and outside.

Inspector

Sheila Harrison

Full report

Information about the setting

The Olive Tree Montessori registered in 2011 and is a privately owned nursery. It operates from rooms within the Manor Park Young People's Centre in Slough, Berkshire. Children have access to an enclosed outdoor play area. The intake of children is mainly from the local community.

The nursery is registered on the Early Years Register. There are currently 39 children aged from two years to the end of the early years age group on roll. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. Staff support children learning English as an additional language. The nursery opens during school term times, on weekdays from 8.30am to 3pm. The nursery employs five staff who all hold appropriate early years qualifications. Staff promote the Montessori educational philosophy with an Islamic cultural ethos.

What the setting needs to do to improve further

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

- ensure every person aged 16 and over who works on the premises and/or works directly with the children holds an enhanced check from the Disclosure and Barring Service.
- ensure you record information regarding identity checks and vetting processes that have been completed (including the criminal records disclosure, reference number, the date a disclosure was obtained and details of who obtained it)
- ensure that all staff receive induction training to help them understand their roles and responsibilities
- train all staff to understand the safeguarding policy and procedures, and ensure that all staff have up-to-date knowledge of safeguarding issues; this includes identifying signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way.
- implement an effective key person system which ensures that every child's learning and care is tailored to meet their individual needs, parents are aware of who their child's key person is and all parents are well informed of their child's progress.
- ensure the systems used to foster continuous improvement are robust; make sure that self-evaluation identifies and addresses key weaknesses, priorities and targets for improvement based on rigorous monitoring of practice.

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

- review how staff organise and provide the diversity of equipment in order to plan tasks and the environment more effectively to improve children's learning.

Inspection judgements

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

The staff and management take positive steps to meet the learning needs of the children. However, the weaknesses identified in safeguarding children's well-being and promoting their welfare affects their capacity to be effective learners.

Staff use suitable teaching methods in the Montessori room to introduce interesting and

challenging play experiences that help children to progress in their learning and development. They demonstrate new skills to children, such as balancing through a maze of rods. They remind children to use their arms so as not to over balance, encouraging them to use both feet one in front of the other and then jump over the rods using both feet together. This helps promote children's motivation to learn, be involved and concentrate, as they keep trying and enjoy achieving what they set out to do. Staff make a good use of the time to tidy away the materials to check out children's understanding of size. Children are asked to find the longest and shortest rod. Staff request them to compare sizes and introduce further vocabulary, such as tallest and smallest. Other children's opinions are sought encouraging them to learn from each other. Staff use sandpaper letters to introduce children to the sounds of the alphabet and encourage the older more able children to suggest other words that begin with this sandpaper letter. They encourage children to draw out the letters in the air, starting at the top, helping children's emerging understanding of letter formation. This supports children's learning and development of new skills and means that they are ready for the next stage of their learning and eventually for school. However, staff do not always effectively guide younger children's fascination with the teaching materials. Older children have to wait until young children are engaged before continuing with their game, and this affects the older children's concentration and learning experience.

Staff ensure all areas of learning are available within the environment. In the general playroom, staff provide three tables for children to freely practise their pencil and cutting skills, such as by drawing shapes, writing Arabic letters and English letters. However, the over emphasis on developing pencil skills means that practical counting and sorting activities are not placed on the table until the afternoon session. Staff sensitively support children to concentrate deeply as they draw, colour in and cut out shapes. However, when they want to continue to stick their work on paper, children need to carry their work into the messy room to access the glue. This means the environment is not always organised to fully respond to children's evolving ideas and helping their learning in practical ways. Staff teach children to have a positive sense of identity and culture through planned circle times, which also supports children's developing communication. Staff lead discussions about the weather, asking children what they might need to wear now the weather is getting colder. Staff listen to the children's thoughts and praise them for their contributions. Children sing and do the actions enthusiastically to the nursery songs, including number rhymes and songs that support their faith.

Staff generally find out all about the children, gathering some information from parents about what the child can do and what they are interested in. This contributes to establishing some of children's starting points, and capabilities. Following the settling in process, staff make precise observations and assessments of the children's progress during their time in the setting. This includes completing the progress check for two-year-old children to assess that they are generally working within the typical range of development expected for their age. Staff share their findings from these checks with the children's parents to keep them informed of their child's achievements. Parents are invited into the nursery to see their children's development folders and discuss progress with their key person. However, several parents are not well informed of their children's progress and this does not fully support the two-way flow of information to help children's learning

at home.

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

The key person system is not fully effective to ensure the well-being of the children. Parents are informed of the key person on the first day the family join the setting. However, some parents do not know the name of their child's key person in order to talk to them about their child's development. This is a breach of requirements for the Statutory Framework for the Early Years Foundation Stage. Children call all the staff by the term 'teacher' and this does not help them or the parents get to know the staff individually. Staff and volunteers that are working with the children without suitable checks from the Disclosure and Barring Scheme do not take the children to the toilet or change their nappies. This means that intimate tasks are undertaken by a member of staff that is deemed suitable to do so. However, this member of staff may not be the child's key person, so this does not fully support the child's attachment to their key person. Therefore, this limits the children's ability to be emotionally ready for the next stage of their learning.

Staff encourage children to behave well. They are good role models, showing the children respect. They guide children sensitively to learn to take turns when using the popular equipment, such as the sit and ride toys. Children are gently encouraged to sit and listen carefully at story time. This helps them to be ready for school when the time comes.

Staff offer suitable support to help children learn about healthy lifestyles. Children are encouraged to develop their independence and to learn simple hygiene routines. Staff urge children to put on their own coats before going outside, to wipe their feet and to clean their shoes when coming indoors. Children take turns to help with the preparation of snacks and they are encouraged to pour their own drinks. This helps them to develop their independence skills and a sense of responsibility. Children bring packed lunches and staff discuss healthy eating with the children by encouraging them to eat the savoury foods first. Children have useful opportunities to exercise and move with control outside in the garden.

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

This inspection was brought forward due to information Ofsted received which raised concerns about unvetted visitors to the setting, cleanliness and suitability of the premises with regard to the policy for smoking and the care of belongings. This information also raised further concerns regarding safeguarding practice and policy and risk assessments. The inspection found that management are not fulfilling their responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage and therefore cannot ensure children are safe. The recruitment system is not robust. The management do not ensure that all adults working with the children have undertaken a check with the Disclosure and Barring Service to assess their suitability.

In addition, adults do not have a formal interview or induction to help them understand their roles and responsibilities until after they have worked in the setting for several weeks. This system means children are not safeguarded effectively from unvetted adults and management do not have an accurate picture of the staff working in the setting to ensure they keep children safe. Furthermore, documentation to support the recruitment system and demonstrate staff suitability is not available for inspection and cannot confirm that staff are suitable for their role. This does not ensure the safe management of the setting. The management team provide opportunities for staff to discuss any issues relating to the children during team meetings. However, there are several members of staff who have not had any safeguarding training and therefore have little or no knowledge of how to protect children from harm. This means that children's welfare and well-being are not adequately protected and puts children at risk.

Nonetheless, staff ensure that the premises are secure and well maintained and generally a positive learning environment. Children have exclusive use of the women's toilets while the setting is in operation and when there are other users of the community centre. Staff assess the risks to children and the safety of the premises daily. The local authority has a contract with a cleaning company to maintain the premises in a clean and tidy state before children arrive. Staff keep the premises clean as the day progresses by putting out mats for children to wipe their feet on before coming indoors and sweeping the carpets between sessions. Staff and visitors are well informed of the policy forbidding smoking on and around the premises. The company website gives details of the risk assessment process and the care of personal belongings. Staff discourage children from bringing toys and equipment that may get lost. They try to put to one side any lost property they find so they can pass onto parents at a later time. However, as a result of the inspection findings, the provider is required to take further action. This is because they are not meeting all the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. As a result, children's welfare is not adequately safeguarded.

Management and staff are very keen to improve the service to children and families. Parents are asked for their comments when they give notice that their children are leaving the nursery. From these comments the management have introduced more parent consultation sessions. Staff have suitable appraisals and are eager to undertake further training. The management team are undertaking a nationally recognised quality assurance scheme. Staff are eager to further improve the outside play space to ensure all areas of learning are available for children to learn on a larger, more active scale. This offers further opportunities for children to learn in different ways and on different scales than when indoors. The staff group review the effectiveness of the routine. For example, they have changed the layout of the room to have the carpet in another part of the room and this has proved successful with the children concentrating better at circle time without being disturbed when parents arrive.

The manager monitors the effectiveness of staff's interaction with the children. She reviews the planning and assessment of children's progress and sets the children's targets for their development to help ensure they are making progress in their learning. However, self-evaluation systems are not robust as they have not identified the breaches in legal requirements, or the effect of these on children's care and learning. The manager has a

good working relationship with other professionals and ensures children are referred for further support, if required. Parents report they are very happy with the nursery.

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

Unique reference number	EY440121
Local authority	Slough
Inspection number	948202
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	40
Number of children on roll	40
Name of provider	Olive Tree Montessori Limited
Date of previous inspection	05/12/2012
Telephone number	07746074073

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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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