

The Beeches Montessori Nursery School

Osier Way, Banstead, SM7 1LL

Inspection date	20/06/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 does not have secure knowledge and understanding of the safeguarding and welfare requirements. Vetting procedures are not robust to determine the suitability of all staff. Consequently, children are not safeguarded.
- Staff do not ensure that all children have equal opportunity to spend time with their key person or be included in activities to meet their individual needs adequately.
- There are weaknesses in the programme for children's personal, social and emotional development, and children's play experiences are not always tailored to their individual needs.
- Although there are systems in place for staff supervision and professional development, not all staff have access to these.
- Children are not always supported to develop their independence skills and manage tasks for themselves, particularly during snack times.

It has the following strengths

- Children are happy and settled. They generally develop sound relationships with staff who are nurturing and sensitive to their care needs.

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's play and staff interaction inside and in the garden.
- The inspector and manager undertook a joint observation of an activity.
- The inspector talked with staff and held discussions with the manager and deputy manager of the nursery.
- The inspector examined documentation, including a representative sample of children's records, policies and procedures, and staff suitability records.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Jacqueline Carolan

Full report

Information about the setting

The Beeches Montessori Nursery School is privately owned and operates from Beech Holm Pavilion, which is situated on the High Beeches estate in Banstead. The nursery school registered in 2013 and children have use of a large hall and two smaller rooms. There is an enclosed outside play area for children, and there are parking facilities on site. The nursery school is open Monday and Friday 9am to 12 noon, and Tuesday, Wednesday and Thursday from 9am to 3pm. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 50 children in the early years age range on roll. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery supports children who have special educational needs and/or disabilities, and those who are learning English as an additional language. The nursery has completed an early years quality assurance scheme. There are eight members of staff who work with the children. The majority of staff hold appropriate early years qualifications, the setting currently has four qualified Montessori nursery teachers-one of which also has an NNEB qualification, one member of staff working at NVQ level 2 and one training teacher working towards level 3.

What the setting needs to do to improve further

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

- implement robust procedures for vetting and ensuring the suitability of staff, including obtaining enhanced Disclosure and Barring Service checks for all adults working on the premises
- ensure that supervision systems and professional development opportunities are made available to all staff, including those staff who are part time
- ensure that children's learning experiences consider the individual needs, interests and stage of development of each child; and that all children have the opportunity to be included, with the use of appropriate strategies, so that they receive challenging and enjoyable learning experiences
- ensure that all children, including children with special educational needs and/or disabilities have equal opportunity to spend time with their key person in order to learn through the context of a secure relationship
- ensure that the programme for personal, social and emotional development consistently provides opportunities for all children to develop skills for their future learning

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

- increase opportunities for children to develop their independence, for example by encouraging them to cut and peel the fruit they have chosen for themselves at snack time.

Inspection judgements

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

Staff demonstrate a sound knowledge and understanding of the learning and development requirements overall. They mostly provide children with appropriate educational programmes that overall cover the seven areas of learning. However, the quality of teaching and the planning of activities are not always effective in meeting the different needs of the children. For example, not all children are consistently supported effectively to enable them to access the environment and maximise their learning potential. Although most children are generally happy and engaged in activities, there are times when some children do not have the support of their key person. This means that some children are overlooked, are not encouraged to get involved and do not receive effective interaction to

support their individual learning. As a result, staff are not consistently promoting all children's personal, social and emotional development to enable them to develop skills for their future learning. In addition, the weaknesses identified in safeguarding children's welfare mean the provider does not ensure children play and learn in a safe learning environment to promote their learning and development adequately to meet their needs.

Children enjoy adult-led activities where they are able to chat with staff and begin to learn some positive skills, such as sharing, taking turns and listening to one another. Staff use positive questioning and encourage children to count the different quantity of children, giving children opportunities for number recognition. For example, staff count children one by one and then ask the children to find the corresponding number to display. There are some positive one-to-one interactions with children who are engaging in role-play scenarios in the garden. Staff support their purposeful play, suggesting their shopping basket contents would make a healthy salad. This shows the quality of teaching in some cases is more positive.

Staff generally use appropriate assessment arrangements to monitor children's learning and development. They have implemented the required progress checks for two-year-old children, which help to identify support for any children showing early signs of learning delay. Although staff routinely make assessments on children and know them well, they do not consistently use this information to plan activities that challenge and extend all children's learning.

There is positive evidence to show that staff work in partnership with parents and outside professionals to support children with special educational needs and/or disabilities, and those children who are learning English as an additional language. Discussions with some parents confirm that they feel well informed about their children's learning and development and say that staff are good at communicating with them. The provider organises specific events that enhance children's learning experiences outside the setting. For example, a recent trip to the farm ignites conversation when staff prompt children to recall their experiences.

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

There are weaknesses in safeguarding children which compromise children's welfare and well-being. The provider does not have a good enough understanding of safeguarding procedures regarding checking the suitability of all staff. This is a breach of the statutory requirements and means that children's well-being and safety are not assured.

Nonetheless, staff are caring and nurturing toward children and treat them with respect, comforting them when they become upset. For example, staff comfort an upset child with kind words, offering a sticker as a distraction while separating them gently from parents. As a result, children feel settled and secure and soon engage in activities with peers.

Staff use positive language to reinforce and praise children's efforts and achievements. For example, staff congratulate children who try out new physical challenges in the garden, talking them through how to get up and down the equipment. The setting has a key-

person system and staff listen to children, valuing their efforts and achievements. However, not all children have the opportunity to spend time with their peers or key person, As a result they are not supported to form secure attachments with their carers. Children are asked for their opinion about role-play ideas and staff record these, which the provider incorporates into the planning. The setting is welcoming and well resourced; however, staff do not always make the best use of resources consistently. In addition, staff do not ensure all children are given equal opportunities to join in the range of activities to promote their learning effectively. This demonstrates a lack of inclusive practice to meet every child's individual needs, which compromises their overall welfare and well-being.

Staff provide children with healthy snacks and meals, which take into account their individual dietary requirements. Staff talk to children about healthy choices in food. For example, staff remind children about their recent visit to the farm and begin to talk about cheese and milk helping them to grow. Staff remind all children to drink regularly and water is available throughout the session. Children with special educational needs and/or disabilities receive additional reminders and support to drink as necessary. Children eat well and clearly enjoy their snacks, which are often a healthy choice of raisins and various fruit. However, staff do not always take opportunities to maximise children's skills for independence at snack time. This is because not all staff offer children the opportunity to cut or peel fruit themselves or self-select a variety of food from bowls. This means that children are unable to learn to cut and peel fruit themselves or help themselves to snacks and subsequently learn important self-help skills for the future. The provider has arranged for organic meals to be delivered to the setting on the days children stay for lunch. This means children are regularly trying out the new flavours of foods and preparing for having meals in school.

Staff support children well to learn about hygiene routines. For example, children remember to wash their hands after personal hygiene routines and before eating. This helps to minimise the risk of cross infection. Children enjoy plenty of fresh air daily, as staff open the doors to the garden early in the session. This enables children to play outside as soon as they arrive if they choose.

Children on the whole behave well. They are learning to be polite and respectful as they follow the positive role models presented by staff. For example, children help to tidy away their plates after snack and are proactive in helping to tidy their environments when staff request this. Staff use picture cards to offer choices of tasks children can do, which enables children's understanding and involves them in taking care of their environment and the resources within it.

Staff support children as they move between activities and on to school. They prepare children for what will happen next in a variety of ways. For example, staff show children photographs and introduce the behaviour guidelines they are likely to encounter. Staff also increase the amount of verbal instructions they give to children in readiness for school, which most older children are able to follow.

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

The provider is failing to safeguard children's welfare and is in breach of the requirements of the Early Years Foundation Stage and the Childcare Register. The provider does not demonstrate a clear understanding of her role and responsibilities to implement robust recruitment and vetting procedures. Therefore, she is not complying with statutory requirements which help safeguard children. The provider does not carry out the required Disclosure and Service Barring checks on new members of staff. Discussions with the provider demonstrate that she has not obtained a Disclosure and Barring Service check for some staff working in the setting who work directly with children to assess their suitability. This puts children's welfare at significant risk. Nonetheless, staff across the setting demonstrate they have a sound knowledge and understanding of child protection matters and the procedures to follow if they have concerns about the welfare of the children. This helps to protect children from harm.

The majority of staff have relevant early years qualifications and some are being supported to achieve these. The provider demonstrates that she can reflect on practice and identify areas to improve and extend the skills of the staff team. This was evident during our joint observation of a table top play dough activity, where the provider was able to talk about positive outcomes for children and how staff could improve and extend children's learning experiences. The provider has appropriate systems in place to offer most staff supervision and ongoing professional development opportunities. Although she has not made this available to part-time staff. The provider demonstrates that she has ambitious plans for the setting. She has started events where parents can share learning experiences with their children. For example the provider has organised a moon viewing where staff, children and parents come together to view the moon from the setting's field.

The provider monitors the delivery of the educational programmes overall, although the system is not robust enough to ensure that all children's individual needs are met at all times. This is because some children who have additional needs are not given the opportunity to be included in activities with their peers and are not always provided with the opportunity to spend time with their key person. This means not all children's learning opportunities are maximised and they are not progressing towards the early learning goals as well as they could be.

Partnerships with parents are mostly effective. Staff provide parents with daily verbal feedback and weekly updates on their child's progress. Discussions with parents demonstrate that they value the staff team and say that they provide their children with a warm welcome and most feel listened to. Staff work in partnership with parents to support aspects of children's care and learning and most parents say that the setting takes on board ideas and guidance from other professionals. Parents also have access to an informative up-to-date website of the setting. Partnerships with other professionals are sound. The provider works closely with partners to ensure that advice and guidance to meet the individual needs of children is accessed.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that any person caring for, or in regular contact with, children is suitable to work with children which must include obtaining an enhanced Disclosure and Barring Service check.

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	EY473020
Local authority	Surrey
Inspection number	949012
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	28
Number of children on roll	50
Name of provider	Sharon Osman
Date of previous inspection	not applicable
Telephone number	01737359500

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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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