

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

**Telephone:** 0300 123 1231  
**Fax:** 0300 123 3159  
**Minicom:** 0161 618 8524  
**Email:** enquiries@ofsted.gov.uk  
**Web:** www.ofsted.gov.uk



The Beeches Montessori Nursery  
School  
Osier Way  
Banstead  
SM7 1LL

Our Reference EY473020

Dear Sharon Osman

### **Monitoring for provision judged as inadequate**

An Ofsted inspector, Teresa Elkington, monitored your provision on 12/09/2014 following your inspection where the provision was judged to be inadequate.

### **Outcome of monitoring**

As a result of our inspection on 20/06/2014, we sent you a notice to improve. If you were set actions at the inspection, or as a result of our subsequent monitoring or investigations, these are included at the end of this letter.

During the monitoring visit, the inspector discussed with you the steps you have taken to address the actions raised in the notice to improve. She observed interaction between staff and children throughout the nursery. The inspector also spoke to the deputy manager, individual members of staff and to a representative from the local authority. She reviewed paper work in relation to staff suitability and staff development. She looked at planning and assessment records, and action plans.

The inspector found that you have developed a comprehensive action plan to address the issues raised at your last inspection and have introduced systems to evaluate the quality of practice and the impact this has on outcomes for children. This has enabled you to accurately identify how to address the areas for improvement identified at your last inspection and to plan for ongoing improvement. You have welcomed support from your local authority. As a result, staff have improved children's learning and development opportunities through the delivery of an effective educational programme.

You and your deputy manager have reviewed how you observe, assess and plan for children's individual needs. You highlight this is ongoing, as you are currently looking at how a computerised system will support you in this work. This has been further supported by the review of your key-person system and the introduction of a buddy, in the absence of the children's key person. This is particularly beneficial to children

with special educational needs and/or disabilities as it will enable them to form positive relationships with particular staff which will support their learning. You have also implemented systems to gather additional information from parents through the introduction of periodic update forms in support of children's changing interests. You have incorporated these into children's individual play and learning programmes. As a result, staff have improved children's learning and development opportunities through the delivery of an effective educational programme which is based on their individual learning styles and needs.

You explained the systems that you now have in place to ensure that all staff are appropriately vetted and suitable to work with young children. As part of your action plan you have reviewed your recruitment and retention policy and made additions to ensure that clear processes are followed. You have also secured a place on a safer recruitment training course to further support you in this area of your work. As a result, children's welfare is safeguarded due to the clear systems that you have in place to ensure the suitability of the staffing team. The ongoing professional development of staff is well supported by the implementation of supervision systems for all of them. You have introduced clear supervision and appraisal systems, along with clear training programmes which are individual for each member of your staffing team. Therefore, staff are supported by the management team and can access training to support their professional development.

The reorganisation of daily routines enables children to be active participants in all aspects of nursery life. Children were actively seen to follow their own interests as they selected their chosen tasks and set up their work area. This is reflective of the Montessori principles of teaching that the setting uses. The staffing team have reviewed how children's independence can be further promoted within their daily routines. For example, snack times provide opportunities for children to make decisions as to what they would like to eat, showing their skill as they peel fruit and use knives for spreading their chosen toppings on crackers. In addition, children are well supported by staff as they are praised for their efforts when pouring their own drinks. They also show that they enjoy the company of one another and show a willingness to provide help and support to those who are new to the setting. As a result, children build strong personal, social and emotional skills which support of their future learning.

Having considered all the evidence, the inspector is of the opinion that the setting has taken prompt and effective action to address the points for improvement.

### **Next steps**

The next step will be a full inspection.

I hope that you have found the visit helpful in promoting improvement in your setting. If you have any further queries please contact us on the number at the top of this letter.

Yours sincerely

Nick Hudson  
National Director, Early Education

## Actions

Action	Due date	Closed date
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	25/07/2014	12/09/2014
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	18/07/2014	12/09/2014
ensure that supervision systems and professional development opportunities are made available to all staff, including those staff who are part time	18/07/2014	12/09/2014
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	25/07/2014	12/09/2014
ensure that the programme for personal, social and emotional development consistently provides opportunities for all children to develop skills for their future learning	25/07/2014	12/09/2014
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.	18/07/2014	12/09/2014