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Summertown Montessori Nurseries  
Summertown Church Hall  
Portland Road  
OXFORD  
OX2 7EZ

Our Reference EY408460

Dear Montessori North Oxford Limited

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

An Ofsted inspector, Jennifer Fisher, monitored your provision on 06/10/2014 following your inspection where the provision was judged to be inadequate.

### **Outcome of monitoring**

As a result of our inspection on 27/05/2014, we sent you a welfare requirements notice. 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.

The welfare requirements notice and notice to improve required you to comply with the Statutory Framework for the Early Years Foundation Stage under the following requirements: staff qualifications, training, support and skills; key person; equal opportunities; managing behaviour; food and drink; premises; information and records and learning and development requirements. The steps you were required to take were detailed in full in the notice sent to you on 26 June 2014. A previous monitoring visit, completed on 10 July 2014, found that you had not taken prompt and effective action to comply with the requirements of these notices and as a result the inspector agreed to reissue the actions set at the last inspection so that the actions can be fully met and imbedded into practice. Additional actions were raised at the time of the visit under the following requirements: child protection; accident or injury and risk assessment and are detailed in the actions letter sent to you on 4 September 2014.

During the second monitoring visit of 6 October 2014 the inspector discussed with you the steps you have taken to address the actions raised in the notice to improve and welfare requirement notice. The inspector observed interaction between staff and children in the nursery and had discussions with staff and with the two directors of the company, Ms Mogaka-Smith and Mr Smith. At the time of the visit, the inspector also looked into concerns that were raised to Ofsted by another agency on 01 October 2014. Concerns were raised about the way the setting meets the

individual needs of children, how behaviour is managed and inclusion at the setting. The inspector also looked at your action plan, self-evaluation form and other documentary evidence.

The inspector found that you are willing to accept external support and guidance and are active in seeking additional support from both Early Years and external consultants. You have engaged well with both Oxfordshire County Council and with the external consultants, who continue to provide extensive support. You have, with their help, identified areas for improvement and a list of weaknesses that are more focused and you are working through these. Your progress has been hindered by the sudden departure of the new manager. In addition, lack of rigor in effectively monitoring the quality of the practice and provision has led to planned improvements not being fully met and imbedded into practice. As a result, other areas have slipped and there has been little impact on the overall quality of care, learning and development for children. Extensive external support has caused you to reflect in greater detail at the overall leadership and management of the setting. As a result your self-evaluation has improved and provides a more realistic reflection of areas for improvement and a greater focus on how you will bring about the necessary changes. You are now beginning to take steps to improve the overall leadership of the setting, however progress has been slow. You have very recently appointed an enthusiastic new manager and you have a greater focus on developing staff competencies to promote a culture of continuous improvement. You must ensure close attention to all areas identified to ensure that progress is achieved.

The inspector found that there has been poor progress in making improvements to the policies and procedures for safeguarding children. The settings own policies and procedures are not in line with Oxfordshire Safeguarding Children Board (OSCB) and two conflicting policies available to staff does not ensure that procedures are clear or followed. There is a new designated person responsible for safeguarding in the setting who has not undergone recent training; furthermore, she is unclear of the procedures to follow in the event of an allegation. This places children at risk of harm.

The inspector found that the progress in improving the overall quality of the provision and ensuring that all practitioners have appropriate training, qualifications, training, skills and knowledge and a clear understanding of their roles has been slow. The setting is beginning to introduce new systems such as regular supervisions and peer observations to improve practice and skills of staff; the new manager is due to attend management training and is working with consultants to improve coaching skills; the setting is due to embark on the new 'value added' programme to improve the overall quality of the workforce. These systems are yet to be fully imbedded and as a result the setting does not ensure that they offer quality learning and development experiences for children that continually improves. Some staff lack the

necessary skills to ensure partnership working with other agencies and parents, and as a result they do not always respond well to the individual needs of children. The management are beginning to identify poor practice with individual practitioners, however, the supervision arrangements are not fully effective in ensuring that staff undertake training and professional development and improve their practice. Furthermore, induction systems for new staff are not fully imbedded into practice and as a result new staff are not clear of their roles and responsibilities and they do not fully understand the policies and procedures of the setting. There is no named deputy to take charge in the absence of the manager.

The inspector found that each child has been assigned a key person and parents are informed of their role and provided with a range of information, on line, on the role of the key person. Staff are beginning to understand the role of the key person and there has been some training for staff in this area. Settling in procedures have been revised to ensure that children are settled into the nursery. The setting has made improvements in the processes for obtaining more information about the individual children in their care from parents. They have introduced an 'all about me' and an 'information and assessment booklet for children with English as an additional language' to provide staff with more information about the individual needs of the child. However, they do not ensure that these are completed in a timely manner before or soon after the child starts, as a result, staff are not fully aware of the specific needs of the child, there is a delay in identifying children's starting points and their progress is therefore hindered. Furthermore, procedures for identifying children who may have special educational needs or a disability that requires specialist support and for helping families to engage with specialist support is weak. As a result, there is a lack of engagement with specialist services and children do not get the specialist help that they need when there is a cause for concern.

The inspector found that some staff have completed a level 2 in Food safety and hygiene training. There is a rolling programme for staff to complete this training; as a result staff have a clear understanding of the safe storage and preparation of food. This ensures that children are safe and minimises the likelihood of children become unwell.

The inspector found that the accident policy has been reviewed and updated, arrangements for reviewing and monitoring accidents and implementing preventative measures have been introduced and there is a new monitoring process in place. These new systems have not been successfully implemented and the level of detail and accuracy of accidents remains a concern. There needs to be clear guidance for staff on how to complete these records and a clear system for monitoring and checking how accidents are recorded to ensure that they provide a clear and concise record of accidents, or injuries and first aid treatment given.

The inspector found that the setting has revised their behaviour management policy and has introduced a biting policy. The previous manager attended training on behaviour management but has since left the setting so any new learning has not been applied or implemented. The setting has found it difficult to manage challenging and difficult behaviour of children and staff do not fully understand or follow the setting's own policy for managing challenging behaviour. As a result the way that behaviour is managed is inconsistent and does not ensure an exclusive approach to all children. Furthermore, systems for seeking additional support for children with challenging behaviour such as working with the Early Years Special Educational Needs Inclusion Teachers (EYSENIT) team have not been fully developed.

The inspector found that the setting no longer offers care for children aged under two years. The room layout has been re-organised to ensure that there is suitable space for children to rest undisturbed. There is a limited range of resources and activities for child-initiated activities and as a result there is insufficient challenge for all children. The setting is working on providing a fuller range of resources and activities for children so that they can self-select and there are plans in place to make the learning environment more stimulating, this is yet to be implemented.

The inspector found that the arrangements for risk assessment have been revised and the setting has made improvements in identifying, reducing and minimising risks to children. There is a new system for carrying out daily checks and the procedure for children accessing the outside area ensures the safety of children. Improvements have been made to the outdoor environment and risks identified at the last visit have been removed. You need to ensure that you continue to monitor progress in this area so that arrangements are fully imbedded into practice.

The inspector found that you have updated your equal opportunities and inclusion policy and have reviewed this with all staff. Children who attend with English as an additional language (EAL) are encouraged to communicate in English; staff speak slowly and clearly to children and learn some familiar words in the child's home language. Staff do not ensure that they are clear of their individual needs of these children when they first start to ensure their needs are met. You have developed a system of using props and visual aids for children, however, there is still work to do to ensure that you include arrangements to review, monitor, and evaluate the effectiveness of inclusive practices and to ensure that they are fully imbedded into practice.

The inspector found that the system for recording children's arrival and departure times to ensure that they are accurately recorded and reflect attendance have been fully imbedded into practice. In addition, you have developed a system, which includes a 'walking line' for children when they access the garden, this ensures that staff know how many children are present at all times and contributes to keeping

children safe.

The inspector found that there is a positive approach from some staff and they encourage children to show respect and concern for others by interacting at children's level, asking open ended questions and encouraging children to talk about their feelings. Good behaviour is praised and children are gently reminded of rules and boundaries within the setting. As a result, at the time of the visit, the atmosphere was relaxed and calm and children appeared settled. Staff are able to explain a positive approach to managing behaviour. There is, however, an inconsistent approach by all staff. You need to ensure that all staff are skilled in managing children's behaviour and in how they speak to and respond to the needs of children.

The inspector found that systems for planning for the individual needs, interests and stage of development of each child have been revised. They include a tracking tool and there is a new learning policy. Children are regularly observed using the Oxfordshire Early Years Toolkit pro-formas. Children's interests are noted and they inform the next stage of planning for each child. Planning is done jointly with all staff and this takes account of children's interests. Communication with parents has improved and there are systems to share learning at home such as the new communication books and special activities, such as taking the 'sheep' home at the weekends. Each child has at least one observation and staff are beginning to identify starting points and next steps for learning. These systems are in their early stages and not yet fully imbedded into practice.

Having considered all the evidence, the inspector is of the opinion that the setting has not taken prompt and effective action to address the points for improvement.

### **Next steps**

The next step will be further monitoring.

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 staff consider the individual needs, interests, and stage of development of each child and use this information to identify starting points and next steps for learning, to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.	07/07/2014	06/10/2014
implement an effective key-person system that ensures every child's care is tailored to meet their individual needs, with particular regard to supporting younger children and those children who require additional support to manage their feelings	07/07/2014	06/10/2014
ensure staff have the necessary skills and knowledge, and a clear understanding of their roles and responsibilities so that they can fulfil their roles successfully	07/07/2014	06/10/2014
keep a daily record of the names of the children being cared for on the premises and their hours of attendance and the names of each child's key person	07/07/2014	06/10/2014
ensure there is a clear and well-understood risk assessment policy, and procedures, for assessing any risks to children's safety, and review risk assessments regularly	07/07/2014	06/10/2014
ensure that the learning environment is equipped with appropriate furniture, that there are suitable spaces for children to rest undisturbed and there is a separate space for children aged under two to play safely	07/07/2014	06/10/2014
ensure all staff involved in preparing and handling food receive training in food hygiene	07/07/2014	06/10/2014
implement a policy and procedures to	07/07/2014	06/10/2014

promote equality of opportunity for all children, including arrangements to review, monitor, and evaluate the effectiveness of inclusive practices, with particular regard to differences in boys' and girls' learning, the support for children who learn English as an additional language and young children

ensure staff encourage children to develop respect for others and to help children manage their feelings and understand appropriate behaviour in groups 07/07/2014 06/10/2014

ensure there are appropriate arrangements in place for the supervision of staff who have contact with children and families, which includes opportunities for staff to discuss any issues, particularly those concerning children's development or well-being; identify solutions to address issues as they arise; and receive coaching to improve their personal effectiveness 07/07/2014 06/10/2014

ensure there are appropriate arrangements in place for the supervision of staff who have contact with children and families, which includes opportunities for staff to discuss any issues, particularly those concerning children's development or well-being; identify solutions to address issues as they arise; and receive coaching to improve their personal effectiveness 11/08/2014 06/10/2014

ensure staff understand and implement the behaviour management policy and procedures 11/08/2014 06/10/2014

ensure the named person responsible for behaviour management has the necessary skills to advise staff on behaviour issues and to access expert advice if necessary 11/08/2014 06/10/2014

implement an effective key-person system that ensures every child's care is tailored to meet their individual needs, 11/08/2014 06/10/2014

with particular regard to supporting younger children and those children who require additional support to manage their feelings

implement a policy and procedures to promote equality of opportunity for all children, including arrangements to review, monitor, and evaluate the effectiveness of inclusive practices, with particular regard to differences in boys' and girls' learning, the support for children who learn English as an additional language and young children	11/08/2014	06/10/2014
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ensure staff have the necessary skills and knowledge, and a clear understanding of their roles and responsibilities so that they can fulfil their roles successfully	11/08/2014	06/10/2014
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keep a daily record of the names of the children being cared for on the premises and their hours of attendance and the names of each child's key person	11/08/2014	06/10/2014
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ensure there is a clear and well-understood risk assessment policy, and procedures, for assessing any risks to children's safety, and review risk assessments regularly	11/08/2014	06/10/2014
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ensure that the learning environment is equipped with appropriate furniture, that there are suitable spaces for children to rest undisturbed and there is a separate space for children aged under two to play safely	11/08/2014	06/10/2014
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ensure all staff involved in preparing and handling food receive training in food hygiene	11/08/2014	06/10/2014
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ensure staff encourage children to develop respect for others and to help children manage their feelings and understand appropriate behaviour in groups	11/08/2014	06/10/2014
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1. ensure the named person responsible for behaviour management	07/07/2014	04/09/2014
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has the necessary skills to advise staff on behaviour issues and to access expert advice if necessary WRN

ensure staff understand and implement the behaviour management policy and procedures WRN 07/07/2014 04/09/2014

ensure staff consider the individual needs, interests, and stage of development of each child and use this information to identify starting points and next steps for learning, to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. 11/08/2014 06/10/2014

ensure that all staff know and understand safeguarding policies and procedures, including what to do if there is an allegation and that your policies are in line with the guidance and procedures of the relevant Local Safeguarding Children Board (LSCB). 03/11/2014

ensure that there is a named deputy to take charge in the absence of manager 03/11/2014

ensure that you implement and imbed effective supervision, induction, training and professional development arrangements so that staff have the necessary skills and knowledge, and a clear understanding of their roles and responsibilities in order provide a quality experience for all children. 03/11/2014

ensure that all staff fully understand and implement the settings policies for managing behaviour; that they have the necessary skills for managing challenging behaviour and that there is a consistent, inclusive approach. 03/11/2014

ensure that there are arrangements in place to identify and support children with SEN or disabilities and to promote equality of opportunity for children in your care. 03/11/2014

ensure that educational programmes include a range of activities and experiences for children in all seven areas of learning and development so that children can benefit from a challenging and enjoyable experience and develop their independence. 03/11/2014