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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 05/11/2014 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. Monitoring visits, completed on 10 July 2014 and 6 October 2014, both 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 under the following requirements: child protection; accident or injury; risk assessment; child protection; staff qualifications, training support and skills; managing behaviour; and learning and development and are detailed in the actions letter sent to you on 4 September 2014 and 21 October 2014.

During the third monitoring visit of 5 November 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 the manager, staff and with the director of the company, Mr Smith. The inspector also looked at your action plan, self-evaluation form and other documentary evidence.

The inspector found that you have engaged well with both Oxfordshire County Council and with the external consultants, who have provided extensive support in helping you to make necessary improvements. You continue to receive some support from external consultants who are providing one to one mentoring for the manager and training for staff. You have made significant improvements to the self-evaluation processes and this is an accurate reflection of strengths of the setting as well as areas that require development. You have a clear focus on developing staff competencies to promote a culture of continuous development and you have a clear training plan for all staff to ensure that professional development is ongoing.

Leadership and management of the setting have improved and you now have in place systems for monitoring the quality of the practice and provision. As a result planned improvements are being put into practice and you have systems in place to ensure that new systems are fully imbedded into practice.

The inspector found that the focus on 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 continues to improve. The setting has introduced a clear and comprehensive training plan for all staff. Staff are receiving regular training. Monitoring systems such as regular supervisions and peer observations to improve practice and skills of staff are becoming imbedded into practice. The manager is attending management training and is receiving on-going support. Improvement to management systems, such as regular meetings with the directors, regular staff meetings, comprehensive induction processes, supervision arrangements and arrangements for on-going professional development are becoming imbedded into practice. Lessons have been learnt from the previous lack of partnership working with other agencies and improvements made to ensure that this works well in the future.

The inspector found that you have appointed a new deputy to take charge in the manager's absence. The inspector found that the internal recruitment process for this role did not follow the settings own recruitment and induction processes, as a result the process did not run smoothly and there was a lack of clarity about the role. You took action to address this immediately and to ensure that in future recruitment and induction processes are followed.

The inspector found that there has been progress in making improvements to the policies and procedures for safeguarding children. The settings own policies and procedures are in line with Oxfordshire Safeguarding children board, they are clear and easily available to staff. Through recent training, staff have a clear understanding of safeguarding issues, including knowledge of how to respond if there are concerns about a child. There is a new designated person responsible for

safeguarding in the setting who has undergone recent training; she is clear of the procedures to follow in the event of an allegation and if there are concerns about a child. The designated person provides support to staff to ensure that processes are known and followed.

The inspector found that staff manage children's behaviour positively, focusing on a calm and gentle approach with the children to resolve behavioural issues and ensure children are valued and listened to. As a result, behaviour in the setting is good and children know and understand expectations of behaviour. Staff understand the behaviour policy and children learn a positive approach to behaviour within the setting, through staff role modelling good behaviour, responding to children in a calm, gentle manner, reinforcing the 'golden rules' and encouraging children to talk about their feelings. Consistency amongst staff is developing and is frequently monitored by the manager.

The inspector found that the key person system is imbedded into practice and is effective. Each child is promptly assigned a key person and parents are informed of their role and provided with a range of information. Staff understand their role and develop positive relationships with children. The improvements made to the processes for obtaining more information about the individual children in their care from parents help staff to identify starting points for children and meet needs of children.

The inspector found that there are clear arrangements in place to identify and support children with special education needs (SEN) or disabilities. There is a clearer focus on promoting equality of opportunity for children in your care. Staff are receiving updated training and every child is included and valued, children have their own individual educational plan tailored to meet their specific needs. There is a new information sharing policy, to help facilitate identification of children with additional needs, permission is obtained from parents before other professionals are contacted.

The inspector found staff have completed a level 2 in Food safety and hygiene training and 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; there are new more detailed forms for staff to complete, although there is some confusion regarding the use of two forms. This has been identified by the manager and you are taking steps to ensure more clarity. Arrangements for reviewing and monitoring accidents and implementing preventative measures have been introduced however are not yet imbedded into practice. You are working on writing clear guidance for

staff on how to complete these records.

The inspector found that educational programmes for children have improved. The planning systems are clear and understood by staff. All experiences have a clear learning intention. There is a greater focus on planning for the individual needs, interests and stage of development of each child. This includes regular monitoring of the quality of observations and enables staff to focus on next steps for children to ensure that progress is being made. There is a greater focus on all areas of learning to ensure that children receive an enjoyable experience across all seven areas of development. Changes to the resources and layout ensure that children independently make selections and choices and they are able to enjoy a range of challenging activities and as a result they are developing confidence. There is suitable space for children to rest and relax undisturbed. The learning environment is more stimulating, which enables children to make choices and initiate activities. As a result children are able to self-select toys and activities, which encourage their decision making and independence.

The inspector found that the revised arrangements for risk assessment are becoming imbedded into practice, staff continue to identify, reduce and minimise risks to children through daily checks of the indoor and outdoor areas. New equipment is risk assessed and there is a system to complete more in depth annual risk assessments.

The inspector found that you have reviewed your updated equal opportunities and inclusion policy with staff and they are looking more closely at how this can be implemented throughout practice. You are beginning to implement a system to monitor the effectiveness of inclusive practice, such as tracking learning patterns for boys and girls and looking at how practitioners can adapt activities according to learning styles of specific children.

The inspector found that children who attend with English as an additional language (EAL) are encouraged to communicate in English; staff use pictorial attachments to encourage communication, staff speak slowly and clearly to children and learn some familiar words in the child's home language, whilst reinforcing familiar words and phrases in English, as a result children are making progress and they communicate well with each other. There is an improved system for identifying children's individual needs at an earlier stage of their admission and as a result staff are able to focus on these to help with the transition into nursery.

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. At the time of the visit, the inspector found some weakness in the procedures for visitors, this is because a visitor entered unannounced into the setting, despite a clear procedure being in place, you took

immediate action to address this and are ensuring that this policy is reinforced and followed at all times to ensure the safety of children.

The inspector found that staff support children well to feel emotionally secure. Staff approach the settling in process with sensitivity and according to the children's needs, as a result secure relationships are built. Staff have developed ways to help children manage their feelings through well-thought out daily routines, use of the cosy area, circle times and other props and resources. As a result, children are developing strong relationships with others and they show concern for each other.

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 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 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	05/11/2014
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
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	06/11/2014
ensure that there is a named deputy to take charge in the absence of manager	03/11/2014	05/11/2014
ensure that all staff fully understand and implement the settings policies for managing behaviour; that they have the	03/11/2014	05/11/2014

necessary skills for managing challenging behaviour and that there is a consistent, inclusive approach.

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 05/11/2014

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 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 07/07/2014 06/10/2014

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 05/11/2014

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, with particular regard to supporting younger children and those children who require additional support to manage their feelings	11/08/2014	06/10/2014
implement a policy and procedures to promote equality of opportunity for all children, including arrangements to	11/08/2014	06/10/2014



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 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

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

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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1. 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 WRN 07/07/2014 04/09/2014

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

ensure staff consider the individual 11/08/2014 06/10/2014

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.