

Lemon Tree Montessori

St Mary's Church Hall, Purley Oak Road, Sanderstead, Surrey, CR2 0NY

Inspection date	04/11/2014
Previous inspection date	15/10/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff are well qualified and experienced Montessori teachers. They effectively provide high quality teaching to promote good outcomes for children.
- Staff provide an exciting and enabling environment for all children to engage in purposeful play. This means that children make good progress across the seven areas of learning.
- Staff provide children with a clean, welcoming, child-friendly environment where they have easy access to resources. This arrangement promotes their independence as learners.
- The management and staff understand their roles and responsibilities to ensure that children are safeguarded. They are also very committed to continually developing the provision for the benefit of the children.

It is not yet outstanding because

- Staff do not make the most of the outdoor environment to promote play and learning which mirroring that indoors, especially in the area of literacy.
- Opportunities to continuously support children's growing independence during snack time routines are not fully developed.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the inside and outside learning environment and talked to the staff and children.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held meetings with the manager/provider and deputy of the provision.
- The inspector looked at a sample of children's assessment records and planning documentation.
The inspector checked evidence of suitability and qualifications of practitioners working with children, the accident and incident records, risk assessment and daily attendance register.
- The inspector took into account the views of parents and carers spoken to on the day.

Inspector

Marvet Gayle

Full report

Information about the setting

The present proprietor obtained Lemon tree Montessori school from 2005 and moved to new premises in 2006. The Nursery operates from one room and a hall in church premises, located within the London Borough of Croydon. Children mainly come from the local area. The nursery opens Monday to Friday from 8.15 to 16.00 during school term time. Children attend for a variety of sessions. All children share access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 50 children in the early years age group on roll. The nursery employs nine members of staff, all of whom hold early years qualifications. One has level 5; one has EYFS degree and five have level 3 qualifications.

What the setting needs to do to improve further

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

- develop the outside play area to enhance children's learning by providing a wider range of literacy experiences
- review snack time routines to enhance children's experience and independence by allowing them to help prepare their own snacks.

Inspection judgements

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

The quality of teaching is good. Staff have a clear understanding of how children make progress across the required areas of learning. They make comprehensive observations and assessments of children's development. They use this information well and sensitively respond to children's emerging needs. Staff are good role models as they help children to be motivated and eager to learn. They effectively encourage children to be curious and solve problems, by asking them what they think and to question 'why'. Staff promote children's communication and language development very well. They engage in sustained conversations with children, some of whom are confident talkers. Children with less confidence are gently encouraged to speak, in small groups and individually. Staff speak clearly, repeating back to the children using the correct vocabulary. They inspire the children with a love of books and stories, as they read a favourite story outside. Children respond well as they are eager to join in the phrases and actions. Children take part in, and act out, actions for songs, as they rehearse for their Christmas production. This promotes their ability to talk and communicate in a wide range of situations.

Staff follow the Montessori approach, using a range of good quality resources that cover the seven areas of learning effectively. Staff recognise the importance of developing children's physical skills. For example, they help children to develop their pincer grip and good hand coordination when picking up small objects. These activities underpin the development of children's early writing skills.

Staff display the play equipment attractively, to encourage children to settle and become readily involved in their play. Children enjoy the Montessori equipment, which is specially devised to help them to become successful and independent learners. The environment encourages the children to select resources and make choices about what they play with. They enjoy the learning processes and will happily repeat exercises again and again until they complete the task to their satisfaction. Children show deep concentration while using the spindles, as they fit and transfer them from one container to another. Younger children see the older children practise their skills on the challenging Montessori equipment, which encourages them to try to have a go. For example, they talk about and use magnetics, supporting their understanding of the world. Children attempt to build towers, and use a measuring stick to see how tall they are. These activities help them become independent in their learning, ready for the eventual move to school. Children relish their time outdoors, and the staff encourage them to explore and be fully engaged in their play. For example, children ride around on bikes as they develop their motor skills. However, the outdoor area is not as developed as inside, particularly in terms of provision for literacy. As a result, it does not fully enhance children's learning, taking into particular consideration those children who learn best outside.

Staff and parents share updates about children's learning and development in a variety of ways. Parents provide information on children's starting points through the 'All about me' document and staff undertake the required progress check for children aged between two and three years. Parents are very appreciative of the information staff provide, in their daily communication and at parents' evening events. They share the next steps in children's learning with parents by sending individual planning documents home for their comments. They help parents to understand the use of the Montessori learning environment, in order to enable them to fully support children's learning needs in the setting and at home.

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

Staff provide a calm and welcoming environment, with high quality and clean resources at children's height. Staff enable children to choose freely and make their own decisions about their play. They successfully guide children to make friends and behave well. They model positive attitudes, and gently remind children about sharing and showing kindness to each other. Children make successful relationships with other children and adults, including their key person. Staff give lots of praise and encouragement, which develops children's confidence as they try out new experiences and activities. This increases their self-esteem and their feelings of security. Staff work closely with parents to settle children and they ensure their care routines are maintained, including by respecting their need for a comforter. The support children receive to prepare them for the move to school is very

good. Children enjoy stories and looking at pictures of the various schools that they will attend. Teachers from local schools visit the children starting school, before they leave. This helps to build children's confidence and prepares them emotionally for their move. As a result, children pass seamlessly into school.

Children are very independent in their self-care skills. They have many opportunities to find their belongings on their named pegs. Children quickly learn to put on their coats and shoes. They independently use the toilet and wash their own hands. They learn to move around the premises safely and they begin to be confident to take small risks. For example, they enjoy riding the bicycles as they manoeuvre around their peers. Children greatly enjoy walking to the local allotment and learn how to handle the real tools when digging. This helps them to be physically active and to learn to be safe, as they assess the risks without being fearful. The staff are vigilant in their approach to keeping children safe. They identify and reduce hazards effectively, so children play in safety.

Staff incorporate the Montessori approach into the environment. They enable children to make informed choices about what to play with and where it can be found. Resources are in good condition and provide practical activities, predominantly using natural materials. Staff resource the role-play areas in a rich and varied way, to encourage all children's imaginative play. Staff move to where they are needed, providing guidance if necessary, and deploying themselves well to ensure children's safety.

Staff encourage healthy eating as they provide fresh fruit and vegetables daily for mid-morning snacks, to encourage children to try new tastes. However, children are not encouraged to help prepare their own snack, which does not enhance consistency in developing their independence. Parents provide nutritious packed lunches for their children. Staff support parents in this by providing guidance on what to provide, and by monitoring lunches, to promote children's health. Staff support children very well to gain a good understanding of the expected behaviour in social situations. They sit with the children at mealtimes and guide conversations, encouraging good manners. This time is well organised as children talk about what they are having with their friends. As a result, the routine is well suited to children's individual needs.

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

Staff have a good understanding of how to meet the safeguarding and welfare requirements. They acknowledge their responsibilities to safeguard the children attending and understand the procedures to take if they have a concern about a child in their care. Staff regularly complete safeguarding training and paediatric first aid, to keep their knowledge and qualifications current. There are effective recruitment and checking systems to assess that staff are suitable for their role and remain suitable to do so. There are robust risk assessments and daily checks on the environment and resources. This helps staff to support children's safety and allows them to be protected indoors and outside. The nursery shares their policies with parents on admission. Staff provide helpful information for parents about the procedures that are in place to support their children's

health, safety and well-being. Parents report they are very happy with the care and support their children receive. The nursery works in close partnership with other professionals involved with children, to achieve continuity and the best possible start in their care and learning.

The setting has effective systems in place for monitoring the children's learning and development. The manager has introduced staff observations to ensure continuous good practice, supporting children to make steady progress. Documents used for tracking children's assessment are checked regularly, to make sure that any gaps in learning are consistently closing.

Management and staff are dedicated to self-evaluation and reflective practice. The manager regularly updates the nursery improvement plan, based on the observations of staff practice and including the views of parents and staff. This clearly targets priorities to drive improvement. Well-qualified staff evaluate the effectiveness of the activities that they offer to the children; they adapt games so children find them more enjoyable and achievable. Staff are well supported to gain appropriate childcare qualifications. Managers support staff with their course work, and guide staff's teaching practice. Staff comment that this helps them to offer challenging activities to support children's learning. They also regularly attend short courses, for example, to update their skills in safeguarding, and working with children under two years of age. This shows a positive impact on the well-being of the children, and demonstrates how all staff are committed to driving continual improvement.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY341292
Local authority	Croydon
Inspection number	837786
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	50
Name of provider	Lemon Tree Montessori Limited
Date of previous inspection	15/10/2010
Telephone number	0208 651 5061

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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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