

Milton Hall Montessori Nursery School

Englefield Green Social Hall, Harvest Road, Egham, Surrey, TW20 0QT



Inspection date	4 May 2016
Previous inspection date	12 March 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- The provider/manager does not have a suitable knowledge of the requirements of the Early Years Foundation Stage. She has failed to ensure that staff without current Disclosure and Barring Service checks do not work unsupervised with children. This compromises children's welfare.
- Some staff, including the person who takes the lead responsibility for safeguarding, do not have a sufficient knowledge of the procedures to safeguard children. They do not recognise when a child might be at risk of harm, and what to do if they have concerns. This places children at further risk.
- The provider does not deploy the staff who care for younger children effectively. The organisation of daily routines is not effective in meeting these children's needs. This also means that, at times, children who are new to the setting become unsettled.
- The provider and staff do not monitor or plan for younger children's progress sufficiently to help them make adequate progress. They do not promote their individual learning as well as the staff who work with older children.
- The provider does not use self-evaluation effectively to monitor and improve weaknesses in the setting.

It has the following strengths

- Staff help older children to develop secure social skills in readiness for school.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ ensure that staff, whose suitability has not been verified, are not left unsupervised with children at any time 	05/05/2016
<ul style="list-style-type: none"> ■ ensure that the person who is taking lead responsibility for safeguarding understands their responsibilities and is able to fulfil the requirements of the role 	28/05/2016
<ul style="list-style-type: none"> ■ ensure that all staff have an up-to-date knowledge of safeguarding issues, and understand the safeguarding policies and local procedures, to enable them to respond to any concerns and safeguard children's welfare appropriately 	28/05/2016
<ul style="list-style-type: none"> ■ ensure that staff are deployed effectively to meet the care and learning needs of younger and less settled children 	28/05/2016
<ul style="list-style-type: none"> ■ ensure that staff have the skills they need to accurately assess and monitor the progress of younger children, and use the information to plan the next steps in their learning more precisely and help all children make the best possible progress. 	28/05/2016

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

- develop better use of ongoing self-evaluation to identify the strengths of the setting and where action for improvement is needed, to improve the quality of provision for children.

Inspection activities

- The inspector spoke to staff, children and the manager at appropriate times and observed activities in the indoor and outdoor play areas.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector toured the parts of the setting that are used by children.
- The inspector checked evidence of the suitability of the staff team, looked at a selection of children's records and discussed safeguarding procedures and the self-evaluation process.
- The inspection was carried out following the risk assessment process.

Inspector

Tara Naylor

Inspection findings

Effectiveness of the leadership and management is inadequate

The provider and staff do not have a sufficient understanding of their roles and responsibilities to ensure children's welfare. Safeguarding is ineffective. The provider does not follow the setting's policies and procedures and allows new staff, whose suitability has not been checked, to work unsupervised with children. Staff, including the person who is responsible for the lead role in safeguarding, do not have an adequate understanding of safeguarding policies and the procedures to follow in the event of a concern. This compromises children's welfare. The provider does check the quality of the provision to some extent, including the safety of the premises. However, she does not do enough to monitor younger children's progress. She has a deputy to take charge in her absence, but does not use her assessment of staff skills to identify training needs, to improve the quality of teaching, especially for the youngest children.

Quality of teaching, learning and assessment is inadequate

The quality of teaching for younger children is inadequate and does not ensure that these children make sufficient progress. Staff deployment is not effective and does not ensure that younger children's emotional and learning needs are met at all times. The lack of staff supervision and interaction leaves children frustrated during activities. Staff complete observations and assessments of older children's learning regularly and share these with parents so that they know the progress that their children are making. However, monitoring is not used to accurately identify younger children's progress. Staff do not plan purposeful activities to ensure the youngest children reach their potential.

Personal development, behaviour and welfare are inadequate

The provider does not do enough to promote the well-being of children. Staff do not support younger children's emotional development adequately. For example, while there are sufficient staff working in the setting, the weaknesses in staff deployment leave children who are new to the setting upset because their needs are not met. Children learn about some routines that promote their physical health. For instance, they enjoy using the outside play space to develop their physical coordination and confidence. Children play cooperatively together and staff teach them about sharing toys and resources.

Outcomes for children are inadequate

Not all groups of children make sufficient progress; particularly the younger and less settled children. Younger children do not gain the confidence they need to motivate them to learn. Some older children, including those for whom the provider receives additional funding, benefit from some experiences. They enjoy learning about letters and sounds, and make steady progress ready for future learning. They behave well, respect others and value the needs of their friends.

Setting details

Unique reference number	EY313948
Local authority	Surrey
Inspection number	1050016
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	36
Number of children on roll	28
Name of provider	Sutindarjit Lal
Date of previous inspection	12 March 2015
Telephone number	07949 824 326

Milton Hall Montessori School registered in 2005. The provider employs five staff. Of these, two staff hold early years qualifications at level 4 and one holds a qualification at level 3. The school opens five days each week, from 9am to 3.30pm, during term times. Staff follow Montessori principles and the provider receives funding to deliver free early education to children aged two, three and four years.

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