

Treasure (Johanna) Montessori Nursery Pre School

105 Portsmouth Road, Frimley, Camberley, Surrey, GU16 7AA



Inspection date

Previous inspection date

6 September 2016

17 December 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of teaching is not consistently of a good standard. Some staff do not make the most of all opportunities to support and extend children's learning. This impacts on how well children engage in activities and the progress they make.
- Systems to monitor children's progress are not rigorous enough. There are gaps in the initial and ongoing assessment of children's learning. Information is not used effectively to identify targeted next steps for individual children to ensure they make as much progress as they can.
- Arrangements to monitor practice, including the identification of targeted training needs, are not sufficiently focused on improving the quality of teaching.

It has the following strengths

- High priority is placed on helping children to learn to accept and manage their feelings and respect how others around them may feel. Staff reinforce positive behaviour, which increases children's confidence.
- Relationships between children and staff are strong. Staff have a good knowledge of children's individual care needs and family circumstances and work well with parents to ensure children are settled and self-assured.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ improve the quality of teaching through robust monitoring so that it is all of a consistently good standard	05/12/2016
■ improve the procedures to monitor the quality of assessment so that all staff have an accurate understanding of what children need to do next. Use this information to plan activities so that children are sufficiently challenged and make good progress in their learning.	05/12/2016

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector spoke with staff and children, where appropriate, at suitable times throughout the inspection.
- The inspector jointly observed teaching in the pre-school room with the owner.
- The inspector held a meeting with the owner and looked at a range of documentation, including evidence of staff suitability checks and records of progress children make.
- The inspector looked at feedback from parents to take account of their views.

Inspector

Gill Wallace

Inspection findings

Effectiveness of the leadership and management requires improvement

The owner monitors practice informally and through regular meetings. However, systems to monitor the quality of teaching are not robust enough to identify and address variations in practice. New qualified room leaders have been recently appointed in order to drive improvement and provide role models to those less qualified, although this has not yet improved the quality of teaching. Activities are not always pitched at a suitable level to engage and challenge all children. Weaknesses in monitoring children's progress mean that gaps in the assessment of some areas have gone unnoticed. Furthermore, there are no systems in place to monitor and evaluate the progress made by different groups of children. Arrangements for safeguarding are effective. Induction and regular meetings ensure safeguarding issues are always discussed. As a result, staff are fully aware of the procedures for ensuring children are safe.

Quality of teaching, learning and assessment requires improvement

Some staff follow children's leads well, particularly those working with younger children. For example, when toddlers lose interest in building their tower staff continue to promote children's understanding of number through the song they start to sing. Staff promote children's communication well. They introduce and model language to younger children and talk to them about what they are doing. Staff engage older children in conversations about their holidays and promote their early interest in reading through sharing stories together. However, activities for older children do not always capture their interest and engage them fully in the session. As a result, staff spend their time supervising children and managing behaviour, and do not promote children's learning.

Personal development, behaviour and welfare require improvement

Children are confident to separate from their parents; they know the routine and have secure relationships with staff. Partnerships with parents are strong; this helps to support children as they move within the provision and on to school. Overall, most children's behaviour is good. Younger children learn to play with 'kind hands' and staff help older children to learn good manners and how to treat their friends. However, sometimes older children's lack of interest in activities and the organisation of these impact on their behaviour; they refuse to join in and become disruptive. Although staff manage children's behaviour well, talking in a calm and sensitive manner, this disruption has a negative impact on the learning that takes place for those children and others in the group.

Outcomes for children require improvement

Children make progress in their learning because some teaching is strong. However, the variance in teaching means that children are not always engaged and sufficiently challenged in their learning. Older children show good concentration as they focus on building their model and learn to use tools, such as scissors and tongs safely. They express good imagination, for example as they explore in the mud kitchen and cook dinner for their friends. Younger children experience the feel of rice and foam on their hands through planned activities; although staff have identified that opportunities for them to explore more natural materials are less well planned for.

Setting details

Unique reference number	EY432925
Local authority	Surrey
Inspection number	1060406
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	50
Number of children on roll	20
Name of registered person	Engagis Ltd
Registered person unique reference number	RP530933
Date of previous inspection	17 December 2013
Telephone number	0127629774

Treasure (Johanna) Montessori Nursery Pre-School is privately owned and registered in 2011. The provision is open each weekday from 7.30am to 6pm all year round, except for bank holidays. Sessional care and full day care is available. The owner is qualified and works as the manager. In addition, there are currently eight members of staff employed to work with the children; three of whom have appropriate early years qualifications at level 3 and above, and three staff at level 2.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

