

Milton Hall Montessori Nursery School

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



Inspection date	13 October 2016
Previous inspection date	4 May 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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 management team does not monitor the progress made by different groups of children. For example, it has not improved the monitoring of the youngest children's learning to ensure they make consistently good progress.
- Staff do not provide activities with sufficient challenge to engage the younger children in their learning and development. Outcomes for all children are not good.
- Sometimes staff do not consider the size of group activities. Younger children lose concentration and find it hard to engage and listen.
- Staff do not create opportunities for children to do some everyday things for themselves, to build on their developing independence.

It has the following strengths

- Children are happy and emotionally secure at the nursery. Staff celebrate children's languages and cultures, which helps children to begin to learn about their wider community.
- Staff teach older children to share and take turns. They behave well.
- Staff share information and develop trusting relationships with parents and other people involved in the children's lives. Together they provide a consistent approach to children's learning and care.

What the setting needs to do to improve further

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

	Due Date
■ monitor children's progress more accurately to identify individual and groups of children's progress, to further improve outcomes for children	12/01/2017
■ plan activities that engage all children, particularly the youngest children, and provide sufficient challenge to extend their learning so they all make consistently good progress.	12/01/2017

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

- consider the size of group activities to help engage younger children to increase their listening and attention skills
- help children to manage some tasks themselves to develop more independence.

Inspection activities

- The inspector observed how children were learning and the quality of teaching during activities.
- The inspector took into account the views of parents spoken to on the day of inspection.
- The inspector undertook a joint observation with the deputy manager and discussed children's progress with the manager.
- The inspector sampled a range of documentation, such as policies, procedures and children's learning records.
- The inspector held meetings with the management team.

Inspector

Claire Boparai

Inspection findings

Effectiveness of the leadership and management requires improvement

The management team has not sufficiently improved the progress the youngest children make in all areas of their learning, since the last inspection. However, it has helped older children to develop skills that prepare them for school and has made improvements to keep children safe. The management team has rigorous recruitment procedures that help to ensure the suitability of staff. It has improved the support for staff's professional development. For example, the management team ensures that staff understand the procedures to follow if they have a concern about a child to protect their welfare. It makes sure that staff carry out risk assessments and minimise hazards to keep children safe. Arrangements for safeguarding are effective.

Quality of teaching, learning and assessment requires improvement

Staff do not consistently engage and challenge the youngest children. Although staff deploy themselves well and interact with the children, they do not consistently help the youngest children to build on what they know and can do. For example, during some group activities the younger children do not listen and they lose interest. Staff observe children and make assessments of their individual development. However, the management team does not use this information to monitor individual and groups of children to identify less obvious gaps in children's learning. Staff provide a range of media and materials and encourage children's imaginations, for example, making models from different sized boxes. Staff support older children's mathematical skills. For example, they encourage children to recognise and order numbers, and count up to 10.

Personal development, behaviour and welfare require improvement

Although staff have a friendly approach which helps all children to feel secure, they do not consistently meet younger children's individual learning needs. Staff organise a broad range of activities and experiences that children investigate and explore. They mostly teach children to learn to look after themselves and to lead a healthy lifestyle. However, sometimes staff do not encourage children to manage their personal needs. Staff provide good opportunities for children to be active. They plan activities outdoors to help children build on their physical skills. For example, they help children learn to balance and to roll hoops to each other.

Outcomes for children require improvement

The youngest children do not make consistently good progress in all areas of learning. For example, although their vocabulary is developing, they sometimes lose concentration and do not listen well. However, overall, children make steady progress from their starting points. Older children learn about traditions, for example, they learn about the annual harvest and gifts of food for poorer people in the community.

Setting details

Unique reference number	EY313948
Local authority	Surrey
Inspection number	1052778
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	36
Number of children on roll	22
Name of registered person	Sutindarjit Lal
Registered person unique reference number	RP511606
Date of previous inspection	4 May 2016
Telephone number	07949 824 326

Milton Hall Montessori School registered in 2005. The provider employs five staff. Of these, four staff hold early years qualifications at level 3 and above. 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 three and four years.

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.

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