

Inspection date

7 March 2017

Previous inspection date

4 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		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- The nursery team has not successfully addressed the recommendations from the last inspection. The outdoor areas are not used well enough to support children to explore and extend their learning. The procedures for supporting children and their families when they move rooms in the nursery are not consistently well implemented.
- The quality of teaching is variable. Staff do not consistently specifically tailor their teaching to children's individual learning needs. They do not use a robust system for observation, assessment and planning effectively to consistently promote children's learning. However, children are generally offered interesting activities.
- Systems for monitoring practice through supervision meetings are not sufficiently embedded to promptly identify weaknesses in practice. The manager does not swiftly support staff, through coaching and training to improve their understanding of their role and the quality of teaching.

It has the following strengths

- Staff are kind and caring. Those working with the babies are conscientious in their role. They make sure they have the most recent information about children's routines, such as their regular sleep and feeding plan.
- Some staff working with the older children aged two years and over provide more purposeful learning experiences and consistently good quality interaction.
- Many parents remain supportive of the nursery and the new staff team. They express positive views about the care their children receive.

What the setting needs to do to improve further

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

- | | Due Date |
|---|-----------------|
| ■ consider the individual needs, interests and stage of development of each child, use this to plan a challenging and enjoyable experiences for them, focusing on the prime areas of learning for the youngest children | 07/04/2017 |
| ■ improve the use of supervision to identify weaknesses in practice and solutions to problems as they arise, ensure coaching to improve the quality of teaching is implemented rapidly. | 07/04/2017 |

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

- enhance the outdoor areas and ensure they are included in planning when considering how to meet children's individual learning needs.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and the provider's representatives. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection, looked at emails they had provided and took account of their views.

Inspector

Alison Reeves

Inspection findings

Effectiveness of the leadership and management requires improvement

The newly appointed manager acknowledges the need to improve the quality of the provision for children in the nursery. A large number of staff have left the nursery including the previous manager. This and high levels of staff sickness have resulted in frequent changes to staff working in the rooms with children. There has been a lack of monitoring of staff practice, the quality of teaching or children's progress. Supervision meetings with staff have not been taking place and some staff are not clear about the full remit of their role. The arrangements for safeguarding are effective. Staff are aware of the possible signs that a child might be suffering harm. They know how to report concerns within the nursery in order for a referral to be passed to the Local Safeguarding Children Board. The new manager has begun to make links with other professionals in the local area. She has also re-established the regular newsletter for parents to keep them informed about events in the nursery.

Quality of teaching, learning and assessment requires improvement

Children do not always get the most from the learning opportunities provided. Staff do not consistently engage and interact with children to help them explore and develop their ideas and thinking. Some staff do not use the information from observations to plan for children's precise learning needs and, therefore, the quality of teaching varies considerably. Children enjoy listening to stories and singing songs. Younger children have fun with dolls, playhouses and kitchens. Babies enjoy appropriate opportunities to explore their surroundings. They are interested in moving beads along the bendy wire of the bead maze and enjoy rolling the balls along the floor. Older children enthusiastically participate in cooking activities. Staff hold open evenings to provide parents with the opportunity to meet with their child's key person to discuss their child's progress.

Personal development, behaviour and welfare are good

Each group room has its own outdoor area and children have daily opportunities to play in the fresh air. Staff are aware of children's dietary needs and make sure meals and snacks are suitable for children who follow a specific diet or have allergies. Children enjoy good opportunities to develop their independence. They learn to put on their coats and shoes for themselves ready to go outside. Children are well behaved in the nursery. They listen well to instructions and show that they understand the rules, such as walking indoors as they move from one area of the room to another. Children and staff follow appropriate hygiene routines. Staff wear aprons and gloves when changing nappies and children quickly develop their handwashing skills.

Outcomes for children require improvement

Children do make progress despite the variable quality of teaching. Children's level of development is generally recorded when they first join the nursery. However, children do not always have sufficient opportunities to build on what they know and can do. The pre-school age children show their good understanding of letters and sounds. They make reliable predictions about items that float or sink as part of their learning about the world. Children are generally prepared for the next stage of their learning, such as in school.

Setting details

Unique reference number	EY463845
Local authority	Hertfordshire
Inspection number	1066952
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 - 5
Total number of places	78
Number of children on roll	132
Name of registered person	Sunhill Daycare (Europe) Limited
Registered person unique reference number	RP519019
Date of previous inspection	4 December 2013
Telephone number	01763 226 030

Sunhill Montessori Nursery was registered in 2013. The nursery employs 20 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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