

Oak House Montessori Ltd

77 Wimborne Road, SOUTHEND-ON-SEA, SS2 4JR



Inspection date

27 July 2017

Previous inspection date

2 May 2014

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:

- Staff do not complete the required written record every time that medicine is administered to children. This is also a breach of the Childcare Register requirements.
- Leaders do not supervise and monitor staff practice effectively. Not all staff have regular opportunities receive support. The quality of teaching of teaching is inconsistent, particularly for children receiving additional support with their speech.
- Leaders do not have effective systems to monitor the progress that children make, in order to identify how best to target educational programmes to close gaps in learning. Arrangements for assessing what children know and can do when they start are not consistent. Children are not always supported to reach their full potential.
- Leaders have not used systems for self-evaluation to successfully identify all breaches of requirements, in order to maintain the quality of their setting.

It has the following strengths

- Staff are warm and caring, and children show that they feel safe. Staff support children well as they move on to the next age group, and children settle quickly.
- Staff teach children about the importance of eating healthily and provide a range of nutritious meals. They also teach children about following effective hygiene practices.
- Staff provide children with time to explore and play outdoors. They plan a wide range of interesting activities that supports those who learn best outdoors.

What the setting needs to do to improve further

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

	Due Date
■ ensure a written record is kept each time any medicine is administered to children, in order to maintain children's health and well-being	08/08/2017
■ improve systems for monitoring and supervising staff to support them in their roles and to improve the quality of teaching and learning to a consistently good level	22/08/2017
■ improve arrangements for gathering information on what children know and can do when they start and ensure their overall progress is monitored effectively, in order to help plan activities that engage their interest and offer suitable challenge.	22/08/2017

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

- make more effective use of self-evaluation to help identify any weaknesses in practice, and breaches of requirements, in order to raise the quality of the setting.

Inspection activities

- The inspector observed teaching and learning inside and outside.
- The inspector spoke to parents to gain their views and experiences of the setting.
- The inspector spoke with children and staff at appropriate times during the inspection and held a meeting with the provider and manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of the children's learning records, staff observations and planning, and a range of policies and documentation, such as suitability of staff and safeguarding procedures.

Inspector
Shana Laffy

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Leaders and staff have a secure understanding of child protection matters and know how to respond to concerns about children's welfare. Overall, the environment and practices are safe. Staff do not maintain the required records each time they administer a dose of medicine. However, the impact on children's well-being is minimal as staff telephone parents each time before medicine is given. Staff have some opportunities for continued professional development. For example, they have attended recent training on planning to boost their confidence. However, support and mentoring are not always targeted well and do not fully reflect staff's individual needs. Partnerships with parents and other professionals are effective. Overall, parents speak favourably about the staff and their work with the children. Leaders value the importance of working with other professionals involved with children's care to provide consistency. Leaders do not make effective use of self-evaluation to identify and act on weaknesses.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is inconsistent. Experienced staff interact well with children and promote their learning. However, less-experienced staff miss opportunities to support children's speaking and communication, particularly for those children who need additional support. Staff plan some interesting activities that reflect children's interests, indoors and outdoors. For example, children who are engaged in a bug hunt find a frog. Staff support their understanding of the natural world as they explore the frog with magnifiers. Staff make some relevant reflections of children's progress to plan ongoing activities. However, arrangements to find out what children know and can do when they start are not effective. Furthermore, leaders do not effectively monitor the progress children make to ensure they quickly identify and close gaps in learning.

Personal development, behaviour and welfare require improvement

Children form bonds with familiar staff, who are kind and nurturing towards them. Children behave well and learn skills to support them to follow healthy lifestyles. Overall, care practices are suitable. Children seek to try things for themselves. For example, they help to tidy their classroom and take turns with the dustpan and brush. However, staff are inconsistent in their support for older children to develop their self-care skills. Staff do not make the most of opportunities to encourage older children take on age-appropriate tasks.

Outcomes for children require improvement

Overall, children do not consistently make the progress they are capable of. However, they enjoy their time at the nursery and gain some valuable skills to prepare them for their future learning. For example, older children negotiate space well and gain coordination. They investigate shapes and develop confidence to use money; for example, as they create a pretend florist shop. Younger children begin to understand how things work. They explore cause and effect toys and enjoy completing puzzles.

Setting details

Unique reference number	EY379463
Local authority	Southend on Sea
Inspection number	1102139
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 - 7
Total number of places	87
Number of children on roll	238
Name of registered person	Oak House Montessori Ltd
Registered person unique reference number	RP528400
Date of previous inspection	2 May 2014
Telephone number	01702 611991

Oak House Montessori Ltd registered in 2003 and is situated in Southend-on-Sea, Essex. The nursery opens Monday to Friday, from 7am until 7pm, all year round. There are currently 27 staff working directly with children. Of these, one holds early years professional status and 21 hold qualifications from level 2 to level 5. The nursery receives funding for the provision of free early education for two-, three- and four-year old children. It follows Montessori teaching philosophies.

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