

Treasure (Johanna) Montessori Nursery Pre School

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



Inspection date

Previous inspection date

26 October 2017

4 May 2017

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:

- Managers and staff do not monitor the quality of teaching closely enough. As a result they are unable to recognise when they need to adapt, extend or shorten an activity to match children's ability and interest.
- Some areas are not planned or equipped well enough. Children do not have sufficient opportunities to explore and initiate their own play. At times there is a lack of challenge which results in children losing interest.
- Personal care routines are not organised to meet young children's individual needs well.

It has the following strengths

- Since the last inspection the manager and staff team have reflected on their practice. All contribute towards self-evaluation resulting in some improvements being made throughout the nursery.
- Staff understand their responsibility to safeguard children. All staff have attended recent safeguarding training and know what to do if they have a concern about a child.
- A healthy lifestyle is promoted in the setting. Children benefit from daily outdoor activities where they enjoy the fresh air and ample opportunities to develop their physical skills.

What the setting needs to do to improve further

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

	Due Date
■ continue to improve the quality of teaching through robust monitoring and training to ensure that staff reflect on the different ways that children learn	22/12/2017
■ ensure the learning environment provides all children with well-resourced and well-planned activities that match their interests and provide greater challenge.	22/12/2017

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

- improve the organisation of personal care routines to ensure they meet children's individual needs.

Inspection activities

- The inspector conducted a joint observation with the manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector carried out observations of teaching and children's learning both indoors and outside
- The inspector viewed documents including recruitment records, children's records and the settings self-evaluation.
- The inspector spoke to parents and took account of their views.

Inspector

Elizabeth Mackey

Inspection findings

Effectiveness of the leadership and management requires improvement

Managers do not monitor the quality of teaching well enough. Consequently, some activities do not provide children with sufficient challenge or enough opportunity to develop their own ideas. Since the last inspection the staff team reflect more on their practice. For example, staff now have regular team meetings, supervision and access to continuing training and professional development. Safeguarding is effective as staff knowledge is improved. The manager undertakes regular risk assessments to ensure children play in a safe environment. New systems are in place to check the progress individual children make and to monitor the progress of specific groups of children, such as children who speak English as an additional language. This helps to identify possible gaps in children's learning so that early help can be sought if needed. Parents are warmly welcomed on arrival. Parents say their children are making good progress and the staff team are supportive.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable, though there is some good teaching in the setting. The environment and activities provide satisfactory opportunities for learning. At times, staff do not recognise when activities are too lengthy for children to remain focused. A lack of resources, particularly for the younger children, hinders their opportunities to be expressive and develop their own ideas. Staff promote children's language well, for example, during story time, they introduce children to new words and use effective questions to encourage children to recall the detail. This prompts children to confidently discuss the characters in the story. Children are good communicators. Those with limited language, or those who are learning to speak English as an additional language, receive the support they need to do well.

Personal development, behaviour and welfare require improvement

Some routines are not planned well enough to meet individual children's needs. For example, on occasion babies and toddlers are grouped together to enable a staff member to change all the children's nappies, one after the other. This interrupts the morning play routine. Staff interact warmly with the children and manage behaviour positively. Older children are involved in making the rules about acceptable behaviour in the group. They behave very well and remind each other about the rules in place. There are clear systems to promote children's good health and most staff have a current first aid certificate. Children learn about healthy eating through staff-led discussions about the foods that are good for them. Staff extend this learning further by providing opportunities for children to grow vegetables, which they then eat for lunch.

Outcomes for children require improvement

Children are making steady progress. However inconsistent teaching means that children are not as well prepared for the next stage in their learning as they could be. Children build confident relationships with staff and develop good friendships with their peers. Staff encourage older children to be independent with their self-care, which helps to prepare them for school.

Setting details

Unique reference number	EY432925
Local authority	Surrey
Inspection number	1108623
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 - 4
Total number of places	50
Number of children on roll	27
Name of registered person	Engagis Ltd
Registered person unique reference number	RP530933
Date of previous inspection	4 May 2017
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. The nursery receives funding for the provision of free early education for children aged three and four years. There are currently eight members of staff employed. Six members of staff hold appropriate qualifications at level two or above and of these one holds a level 6 qualification.

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