

# Cherubs Montessori Day Nursery

5 Castle View Road, Rochester, Kent, ME2 3PP



## Inspection date

28 November 2017

Previous inspection date

30 June 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Good	4 2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- Leaders have a weak understanding of the safeguarding procedures if there is a concern about a child's welfare. They do not ensure that staff understand wider safeguarding issues relating to the 'Prevent' duty guidance. Staff do not know what affects their suitability to work with children, including disqualification by association, and their responsibility to notify management.
- The quality of teaching is weak. Leaders do not monitor staff practice adequately. They do not provide effective staff induction, supervision and training. Additionally, staff fail to provide children with clear guidance to help them manage their behaviour effectively.
- The key-person system is not successful. Leaders and staff do not share sufficient information with parents to help provide consistency in children's learning and care.
- Leaders and staff do not address all risks to ensure the premises are safe for children's use, including the provision of adequate space for babies and the protection of children's privacy. They do not ensure staff and children know how to keep safe in an emergency.
- Leaders do not provide children who have special educational needs (SEN) and/or disabilities with the individual support that they need to make sufficient progress.
- Staff do not use their observations and assessments adequately to track and plan for children's next stage in learning. They do not assist children to lead their own play and make choices. Children do not make the best possible progress.

### It has the following strengths

- Staff encourage children's mathematical development, such as counting.

## What the setting needs to do to improve further

### The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure all staff are aware of the "Prevent duty guidance" and the procedures to follow if they have concerns about children's safety and welfare</li> </ul>	20/12/2017
<ul style="list-style-type: none"> <li>■ implement policies and procedures so that staff are aware of their responsibility to declare any changes that may affect their suitability, including significant events relating to household members</li> </ul>	20/12/2017
<ul style="list-style-type: none"> <li>■ implement arrangements for regular supervision of staff to identify areas of development that will provide children with effective interactions to support their progress</li> </ul>	20/12/2017
<ul style="list-style-type: none"> <li>■ ensure staff provide children with clear explanations and guidance to help them manage their own behaviour</li> </ul>	20/12/2017
<ul style="list-style-type: none"> <li>■ develop the key-person system to help staff work with parents and children effectively to support children's individual learning needs and well-being</li> </ul>	20/12/2017
<ul style="list-style-type: none"> <li>■ implement effective risk assessment procedures to identify risks and hazards, and ensure they are removed or minimised</li> </ul>	20/12/2017
<ul style="list-style-type: none"> <li>■ ensure the premises are suitable for children's use, particularly to protect their privacy and dignity during personal care routines</li> </ul>	20/12/2017
<ul style="list-style-type: none"> <li>■ make sure children and staff understand how to keep themselves safe in an emergency</li> </ul>	20/12/2017
<ul style="list-style-type: none"> <li>■ ensure staff plan and provide appropriate targeted support for children who have special educational needs (SEN) and/or disabilities to reflect their individual requirements</li> </ul>	20/12/2017
<ul style="list-style-type: none"> <li>■ ensure all staff receive induction and training so that they have a clear understanding of their roles and responsibilities</li> </ul>	20/12/2017
<ul style="list-style-type: none"> <li>■ organise the premises and equipment to provide sufficient space for babies.</li> </ul>	20/12/2017

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

	<b>Due Date</b>
■ make effective use of observations and assessments to track children's progress, plan challenging activities and support the next stage in their learning so they make the best possible progress	03/01/2018
■ increase opportunities for children to lead their own play and make choices.	03/01/2018

**Inspection activities**

- This inspection took place as part of the risk assessment process.
- The inspector conducted a joint observation with the manager.
- The inspector viewed a range of documentation, including suitability checks, risk assessments and children's records.
- The inspector spoke to parents and children.
- The inspector held discussions with staff in relation to observations of children's play, learning and progress.

**Inspector**

Sarah Stephens

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

Safeguarding is ineffective. Leaders do not make sure that staff recognise the signs that would indicate if a child was being exposed to extreme ideas and views. They do not ensure that staff know what could affect their suitability to care for children, including living with household members who are disqualified and the processes to follow. This compromises children's welfare. Leaders do not evaluate the quality of the provision effectively; they fail to review and monitor staff's practice accurately. They do not provide an appropriate induction to help staff understand their new roles. Leaders do not offer effective supervision and training to assist staff to develop their knowledge and skills. Consequently, the quality of teaching is poor, which hinders children's progress. Leaders and staff do not assess risks in the nursery effectively. During the inspection, a large amount of bird's faeces was on the decking area and staff failed to clean it sufficiently. Thereafter, children slipped on the wet surface and climbed up the step with their hands. Furthermore, the sand in the garden is not appropriately maintained, the radiator on the pre-school level is very hot and the carpet is loose on the stairway. Leaders have failed to identify these hazards, placing children's safety and welfare at further risk.

### **Quality of teaching, learning and assessment is inadequate**

Staff do not have a secure understanding of how to support children's learning and development. They do not use the information from the observations and assessments to provide activities that support children's growing development. They do not successfully engage children in purposeful and challenging play to help progress their learning further. For example, staff do not allow younger children to freely explore their surroundings and make their own choices in play. They quickly clear away activities that younger children are playing with and the children miss opportunities to engage in a deep learning experience. Leaders and staff do not cater specifically for children who have SEN and/or disabilities to ensure they receive tailored support and to monitor their progress. Leaders do not form effective partnerships with parents and children. For example, the high turnover of staff has a negative impact on children and parents being able to form successful relationships with their key person.

### **Personal development, behaviour and welfare are inadequate**

Leaders do not ensure that all areas of the nursery are appropriate for children's use. For example, pre-school children's privacy and dignity are not maintained when they are using the toilet. The baby room areas do not provide them with sufficient space with the amount of babies and staff. Leaders do not ensure that all staff and children understand how to keep themselves safe in an emergency. For example, they do not make sure that new staff and children know the evacuation processes. Staff do not help children learn how to manage their own behaviour. For example, staff tell them to 'put their hands on heads, shoulders and lips' to quieten them and do not provide them with a clear explanation to help them understand the consequences of their actions. Children have daily opportunities to be physically active, such as using the outdoor space.

### **Outcomes for children are inadequate**

Children do not reach their full potential in preparation for the next stage of their learning, including those who have SEN and/or disabilities. Due to weaknesses in staff planning and in tracking children's progress accurately, children do not engage in purposeful play and have sufficient opportunities to extend their learning. For example, they are not given enough time to explore books and learning materials without interruption to keep their motivation and interest in their learning.

## Setting details

<b>Unique reference number</b>	EY495639
<b>Local authority</b>	Medway Towns
<b>Inspection number</b>	1118238
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	74
<b>Number of children on roll</b>	96
<b>Name of registered person</b>	Walton House Nursery Limited
<b>Registered person unique reference number</b>	RP901710
<b>Date of previous inspection</b>	30 June 2016
<b>Telephone number</b>	01634716282

Cherubs Montessori Day Nursery re-registered in 2016. It is situated in Rochester, Kent. The nursery is open from 7am to 7pm each weekday for 51 weeks of the year. There are 29 members of staff; of whom, 26 hold appropriate early years childcare qualifications. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery operates a Montessori ethos.

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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