

Oratory Montessori Day Nursery

10 Lower Britwell Road, Slough, Berkshire, SL2 2NJ



Inspection date

7 December 2017

Previous inspection date

3 March 2016

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 receive regular supervision and development opportunities to improve their knowledge and understanding of how to support children in their learning.
- Staff do not accurately assess children's progress or provide activities which meet their needs. Some staff show a weak understanding of how to identify and plan for the next steps in children's learning. Not all children make good progress in readiness for school.
- Staff fail to maintain an accurate daily record of children's attendance, as required.
- The owner and manager do not regularly monitor teaching to ensure that individual children or groups of children receive the support they need. Children who are learning English as an additional language and children who have a recognised delay in their speaking do not make sufficient progress.

It has the following strengths

- The manager, who is new in post, is working hard with the owner and the staff team to prioritise areas for improvement. They have made some positive changes to the play spaces babies use, such as creating a covered garden area for outside play and reorganising the resources in the pre-school room.
- Staff develop strong and caring relationships with children who are happy and generally settled. They support children's behaviour well and gently remind them of what is expected.
- Children enjoy nutritious and generally healthy snacks and meals.

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
<ul style="list-style-type: none"> ■ provide focused supervision, support and coaching for staff to identify and address training needs and raise the quality of their teaching to a consistently good level 	25/01/2018
<ul style="list-style-type: none"> ■ use observation, assessment and planning more accurately to plan challenging activities that focus on what children need to learn next to help them make good progress in all areas of learning 	25/01/2018
<ul style="list-style-type: none"> ■ maintain a daily record of the names of the children being cared for on the premises and their hours of attendance and the names of the key persons who care for them. 	25/01/2018

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

- monitor practice so that weaknesses are identified and training is targeted to develop the quality of teaching, with particular regard to younger children's communication and language.

Inspection activities

- The inspection took place following Ofsted's risk assessment process.
- The inspector observed children's indoor play and discussed outdoor activities with staff.
- The inspector looked at samples of children's assessment folders and discussed children's learning with staff, the manager and the owner.
- The inspector spoke with the staff, a parent and children at appropriate times during the inspection. The inspector held a meeting with the owner and the manager.
- The inspector conducted a joint observation in the pre-school room and toddler room with the manager.

Inspector
Melissa Cox

Inspection findings

Effectiveness of the leadership and management requires improvement

The owner's and manager's self-evaluation does not effectively monitor the quality of the provision, staff practice or children's progress. Safeguarding is effective. Staff show suitable knowledge of what to do if they have a concern about a child or the behaviour of another adult. The owner and manager ensure there are enough staff to care for children and that the required number of qualified staff are present and suitably deployed to meet the needs of the children. However, they fail to fulfil their responsibility to maintain a record of children's daily attendance. Staff complete daily risk assessments to ensure the premises and garden spaces are clean, safe and secure. The owner and manager ensure they make thorough checks at recruitment to ensure staff are suitable and they continue to check their ongoing suitability. The owner and manager gather and act on ideas of parents and staff for improvements.

Quality of teaching, learning and assessment requires improvement

Although the majority of staff are well qualified, they do challenge children sufficiently in their play. For example, pre-school children roll and shape dough but quickly move on as staff lack the skills to inspire them in this activity or to increase their interest and focus. Staff do not sufficiently support toddlers' communication skills, particularly groups of boys who speak English as an additional language. For example, they ask children a series of complicated questions. They do not help to build children's confidence to speak or sufficiently extend their vocabulary. Assessments of some children's learning are not accurate and, on occasions, staff overestimate what children can do in their learning. Parents are encouraged to support and share information about their children's learning and development at home to help promote consistency. Staff suitably support babies to develop their creativity, for example, when they make patterns in paint.

Personal development, behaviour and welfare require improvement

Weaknesses in the teaching and planning mean that older children do not sustain their concentration as well as possible. Staff do not ensure that they suitably challenge older boys in their learning and they get distracted and do not engage in their play inside. Staff provide a welcoming environment and the newly refurbished baby room provides an inviting space for young children to explore or rest comfortably. They support children to manage their feelings and behaviour. Staff support children's health effectively and help them to learn about good hygiene practices. Staff help children to develop some independence skills. For example, pre-school children pour their drinks and young babies are encouraged to feed themselves.

Outcomes for children require improvement

Groups of children who show a delay in some areas of their development do not catch up quickly enough in their learning. However, children develop friendships and enjoy the company of their friends. Young babies settle well and join in a range of sensory play. Toddlers stack bricks together and identify basic shapes. Children learn some basic skills, ready for their eventual move on to school.

Setting details

Unique reference number	105631
Local authority	Slough
Inspection number	1118761
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 - 8
Total number of places	52
Number of children on roll	47
Name of registered person	L G Montessori School Limited
Registered person unique reference number	RP524138
Date of previous inspection	3 March 2016
Telephone number	01628 665621

Oratory Montessori Day Nursery registered in 2000. The nursery is situated in Burnham, near Slough in Berkshire. It is open each weekday from 8am to 6pm, for 51 weeks of the year. The nursery receives funding for the provision of free early education for children aged three and four years. A team of 12 staff work with the children. Of these, 10 staff hold appropriate early years qualifications.

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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