

# Treasure (Johanna) Montessori Nursery Pre School



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

<b>Inspection date</b>	16 October 2018
Previous inspection date	26 October 2017

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires improvement	3
Effectiveness of 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

### The provision requires improvement. It is not yet good because:

- Some staff do not make best use of opportunities to develop children's emerging literacy skills.
- At times, staff do not consistently manage older children's behaviour appropriately.
- While staff ask the children a variety of questions, they do not always make use of opportunities for children to develop their ideas and enhance their learning.
- Although some improvements have been made, observations currently completed by the manager fail to recognise weaknesses in teaching. However, the nursery has recruited a capable deputy manager who can develop this area further to impact positively on the children's learning.

### It has the following strengths

- Staff who work with babies have an in-depth knowledge of each child's care needs and individual routines. Children have developed secure bonds with staff.
- Regular analysis of children's assessment information helps to identify areas where children may require additional support to narrow any gaps in their learning.
- Parents receive regular information from staff about what their child can do and how they can support their child's learning at home.

## What the setting needs to do to improve further

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

	Due date
improve staff understanding of the 'Prevent' duty	21/12/2018
implement effective supervision to provide support and training that is relevant and will impact positively on the children's learning.	21/12/2018

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

- strengthen teaching techniques in literacy to help older children make better progress in their learning
- develop staff understanding of how to manage the children's behaviour consistently, including giving clear and consistent messages to children to help them understand what is expected of them
- maximise opportunities for children to increase their learning, and to expand and explore their ideas further.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning, inside and outside.
- The inspector held a meeting with the manager, and discussed staff training and the impact this has on children's development.
- The inspector looked at relevant documentation, such as children's assessments, planning and procedures relating to safeguarding.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector observed care routines and completed a joint observation with the manager.

### Inspector

Amanda Harrison

## Inspection findings

### Effectiveness of leadership and management requires improvement

Staff recruitment and induction in the nursery's policies, procedures and daily practices are clear and thorough. Staff know the procedures to follow should they have concerns about a child's well-being and identifying signs of abuse. Some staff are more confident than others in their knowledge of the risks associated with extreme views or behaviours. However, overall, all staff have sufficient skill and knowledge to identify concerns about children's welfare and are fully aware of the procedures to follow should the need arise. They complete risk assessments and safety checks on the resources and areas used by the children to keep them safe. Safeguarding is effective. Managers have started to complete observations of staff practice. However, this is not robust enough to improve the quality of teaching and learning opportunities for children. Supervision systems are not being used successfully to develop staff professionally. Partnerships with parents are positive.

### Quality of teaching, learning and assessment requires improvement

Although staff have some understanding of children's learning needs, they do not always use this information well enough to build on children's skills or to extend their learning as much as they can. Children generally enjoy the activities on offer. Staff complete the progress check for children aged between two and three years, and share this with parents. Children who have special educational needs and/or disabilities benefit from teaching that is tailored to meet their needs. For example, staff work closely with other professionals and parents to provide continuity of care and development of speech and language skills. Staff use their observations of children's learning to inform assessments. Resources are easily accessible and are suitable for the age of children attending.

### Personal development, behaviour and welfare require improvement

At times staff do not organise activities for children effectively. For example, during lunchtime, children become distracted and restless while they wait in the dinner queue. Children benefit from the provision of healthy cooked lunches, which take into consideration their different dietary needs and suggestions from the parents. Staff know the children well. They use a key-person system to support children's care and development. For example, children settle to sleep quickly as staff have established effective routines and understand the individual routines of each child. Children manage their own self-care needs, such as toileting and washing their hands.

### Outcomes for children require improvement

Children develop some skills they need for future learning and the move on to school. However, not all children make good progress in their learning in relation to their ages and abilities. Children's physical skills are developing through regular access to the garden. For example, the older children enjoyed using big bricks to design their own obstacle course.

## Setting details

<b>Unique reference number</b>	EY432925
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10077417
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Engagis Ltd
<b>Registered person unique reference number</b>	RP530933
<b>Date of previous inspection</b>	26 October 2017
<b>Telephone number</b>	0127629774

Treasure (Johanna) Montessori Nursery Pre School registered in 2011. It 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. Five members of staff hold appropriate qualifications at level 2 or above and, of these, one holds a qualification at level 6.

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