

Elms Montessori School & Day Nursery

2 Elm Lane, Lower Earley, Berkshire RG6 5UF



Inspection date	22 November 2018
Previous inspection date	10 July 2018

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Inadequate	4
Effectiveness of 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

- Leadership and management are weak. The nominated person, who is the manager, has taken too little action to address the actions raised at the last inspection. Furthermore, she has failed to identify further weaknesses in the setting which put children at risk of harm. Outcomes for children are poor.
- The manager does not ensure that all staff have sufficient knowledge of how to safeguard children. Staff have a poor knowledge of the nursery's safeguarding policies and procedures, including what might affect their suitability to work with children. They do not know when a child might be at risk of harm and what to do if they have concerns about a child's welfare.
- The manager does not provide effective coaching or supervision for staff, particularly for those who are new to their roles, to ensure they receive the support they need. As a result, staff teaching within some rooms is weak. This hinders children's progress.
- Staff assess children's learning but fail to identify on-going gaps in their learning. Staff do not tailor activities or teaching to children's individual needs, to help them catch up. Younger children, including those who speak English as an additional language, do not make typical progress in their communication skills. The provider fails to monitor children's progress adequately and children do not make the sufficient progress in their learning.
- There are serious weaknesses in the key-person system. Changes to the staff in the nursery mean some parents do not know who their child's key-person is. This means not all information is shared about children's learning and development.

It has the following strengths

- Staff in the baby room work well with other professionals involved in children's care. This helps to support all babies, including those with special educational needs/and or disabilities, to make good progress in their physical skills.

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:

	Due date
ensure that all staff understand safeguarding policies and procedures and have up to date knowledge of safeguarding issues, including those relating to the 'Prevent' duty, so that they are able to identify and respond appropriately to signs of possible abuse and neglect and take effective action if an allegation is made against a member of staff	17/12/2018
improve understanding of disqualification and ensure that staff are aware that they are expected to disclose any convictions, court orders, reprimands and warning that may affect their suitability to work with children	17/12/2018
implement procedures for effective supervision of all staff, providing support, coaching and training, so that they understand and are able to fulfil their roles and responsibilities in order to meet the interests of children	17/12/2018
ensure that an effective key person system is implemented to provide a settled relationship for the child and build a relationship with parents that enables sharing of information and learning.	17/12/2018

To meet the requirements of the early years foundation stage and Childcare

Register the provider must:

	Due date
plan challenging and enjoyable experiences that take full account of each child's individual needs, interests and stage of development, to promote good progress in their learning, particularly in communication and language in the younger age ranges	17/12/2018
monitor the educational programmes and quality of teaching effectively to identify and target weaker aspects of children's learning, including areas where children may be slow to develop key skills, so they are supported to catch up.	17/12/2018

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to staff, children and the provider at convenient times during the inspection.
- The inspector spoke to parents on the day of the inspection and took account of their views.
- The inspector had a tour of the areas used. She held meetings with the provider at appropriate times during the inspection. The inspector also discussed the nursery's self-evaluation.
- The inspector checked evidence of safeguarding practice, nursery policy and procedures, staff recruitment records and ongoing professional development and children's learning records.

Inspector
Tara Naylor

Inspection findings

Effectiveness of leadership and management is inadequate

The nominated person has failed to address all actions made at the last inspection. Procedures for monitoring and evaluating the nursery are inadequate. Since the last inspection there have been significant changes to the staffing in the nursery. The manager has not provided effective coaching, supervision or support to ensure all staff have the knowledge and skills they need to fulfil their roles. The provider does complete suitability checks for staff she employs in the setting, including gaining references for new staff. However, she does not ensure that staff have a sufficient knowledge of safeguarding procedures, including the nursery's policies and procedures, and how to identify and report child protection concerns. Staff do not know what might make them unsuitable to work with children and the manager is unable to demonstrate that checks are made to assess the ongoing suitability of all staff. This does not assure children's welfare. Safeguarding is not effective. The manager does check the progress that children at the setting make. She does not identify gaps in younger children's progress, particularly in their communication and language skills. As a result, children are at risk of falling behind in their learning and targeted teaching is not being used to help some children catch up with their peers.

Quality of teaching, learning and assessment is inadequate

Staff are qualified. However, teaching in some rooms within the nursery is ineffective. Toddlers, including those who speak English as an additional language, do not receive the support they need to make good progress in their communication and language skills. Staff know that there are gaps in children's learning but do not know how to provide the targeted teaching children need to catch up. The manager does not offer the support that staff need, particularly for those who are new to their roles, to ensure the quality of teaching is consistently good. Staff make observations and assessments of children's learning, however these are not used effectively to help all children make sufficient progress. Some children's next steps do not identify how staff plan to target where children need the most support. Furthermore, staff repeat children's next steps but fail to review the effectiveness of strategies to help close gaps in learning. This means that staff are not focusing on the most important areas of learning, and activities and teaching are not tailored to the individual needs of each child. Staff do not plan specific or targeted next steps to help toddlers and older children catch up. Staff do provide children with some activities to develop their creative play. For instance, toddlers enjoy experimenting with the marks they make with pens and older children like taking part in action rhymes. Teaching in the baby room is better. Staff work closely with other professionals to share a joined up approach to children's care and learning. For instance, staff know how they can help support babies' physical skills to help them reach their developmental milestones.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership have a significant impact on children's welfare. There is a key person system in place. However, this is ineffective at meeting the needs of all children in the nursery. Some parents say that, because of changes made to the staffing in the nursery, they do not know who their child's key person is and are not always sure whom

to speak to if they have concerns about their children's care. Staff do not communicate effectively with parents to find out about their child's learning. This hinders how they engage and support all parents with their child's learning at home, including how information is routinely shared about what their child can or cannot do and how the child is helped to overcome any barriers to their learning. Children have secure relationships with staff, who attend to younger children's care needs well. For instance, staff recognise when children are hungry and tired and provide comfort and reassurance when children need it. Staff supervise children effectively, including when they play in the outside play space. The provider has suitable risk assessments in place to ensure that the premises are safe and secure. Older children gain some good physical skills. For instance, they learn how to put their coats and shoes on when going outside. Overall, children behave well. However, at times some toddlers become frustrated when they are not able to communicate their needs, which hinders how they play with their peers.

Outcomes for children are inadequate

Children, including those who speak English as an additional language, do not make the progress of which they are capable, particularly those who need support with their communication and language skills. They do not develop skills that prepare them well for their next stage in learning. Babies gain good physical skills. For instance, they begin to stand unaided and learn how to feed themselves independently. Older children concentrate well in activities that interest and motivate them. For instance, pre-school children listen to stories with interest as staff read to them and toddlers practise their balancing skills as they play in the garden. However, weaknesses in the teaching and learning opportunities mean that children do not gain the ongoing skills they need in readiness for their eventual move to school.

Setting details

Unique reference number	EY537446
Local authority	Wokingham
Inspection number	10084682
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	1 - 4
Total number of places	52
Number of children on roll	24
Name of registered person	Swans Day Nurseries Ltd
Registered person unique reference number	RP526215
Date of previous inspection	10 July 2018
Telephone number	01184676743

Elms Montessori School & Day Nursery registered in 2016. The nursery opens each weekday from 7.30am until 6pm, for 50 weeks of the year. There are nine members of staff, seven of whom have full and relevant, recognised qualifications, including the owner/manager. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years.

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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