

Cherry Tree Montessori Nursery and Pre School

1 High Street, Ashley Heath, Ringwood, Hampshire BH24 2HP



Inspection date	3 June 2019
Previous inspection date	26 October 2017

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- Risk assessments are ineffective and staff do not have sufficient understanding of how to support children's health, safety and well-being. For example, sleeping children are not regularly checked and at times there are no staff in the building to ensure children's safety while sleeping.
- The manager does not deploy staff adequately to meet the needs of children. As a result, children are not supervised effectively and their individual needs are not met.
- Safeguarding is not effective. Some staff are not fully aware of the wider aspects of safeguarding to ensure they are alert to possible concerns with children's welfare.
- There are some methods to monitor and evaluate the provision to support continuous improvement. However, they are not effective in identifying breaches of the early years foundation stage framework.
- The quality of teaching is variable. Staff do not all make effective use of the assessments of children's progress or the activities in order to support all children's communication and language development and to engage younger children.
- Staff do not follow the health and hygiene procedures consistently in order to maintain a clean and hygienic environment and to promote children's good health.

It has the following strengths

- Children behave well. Older children include others well in their play and learn to resolve disagreements with others for themselves.
- The manager provides opportunities for children to participate in pilates and learn French with specialist teachers to support children's health and physical development and language skills.

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
ensure staff effectively risk assess all areas of the nursery used by children to ensure their safety, with particular regard to sleeping children, activities and the garden area	01/07/2019
ensure staff are deployed effectively to meet the individual needs of children	24/06/2019
ensure that all staff are aware of all aspects of safeguarding to keep children safe from harm	24/06/2019
improve how the provision is monitored and evaluated, with particular regard to safeguarding, the quality of teaching and how staff use risk assessments, to keep children safe and help them learn	24/06/2019
improve the use of assessments and quality of teaching to support children's communication and language skills effectively and to motivate and engage younger children	01/07/2019
ensure staff follow health and hygiene practices consistently to maintain a clean and hygienic environment and to promote children's good health.	24/06/2019

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

- improve how parents are kept informed of changes with their child's key person, to help them build relationships and support their child at home.

Inspection activities

- There were two inspectors completing this inspection.
- The inspectors met with the manager at different times throughout the inspection. They discussed self-evaluation and sampled documentation, including children's records and staff records.
- The inspectors assessed the suitability of staff and discussed the management's knowledge and understanding of the early years foundation stage.
- The inspectors discussed the effectiveness of an activity with the deputy manager.
- The inspectors spoke with parents and children to gain their views.

Inspectors

Lorraine Sparey

Bridget Copson

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. Staff compromise children's safety because they do not implement rigorous risk assessment effectively and fail to identify potential hazards to children. For example, the manager and staff do not consider the health issues for children playing unsupervised in the garden with plants that might irritate their skin and the potential choking hazard of grapes left on the floor where toddlers play. There are induction procedures in place. However, staff's knowledge of safeguarding is not sufficient to support them in recognising and addressing safeguarding concerns. In addition, other staff lack knowledge of the wider safeguarding issues, such as the Prevent duty guidance. As a result, children are at risk of significant harm. Management and staff have regular meetings that help to identify areas to improve and training needs. However, the manager is not using supervision meetings with staff to improve their understanding of safeguarding children and the quality of teaching to a good standard. The manager and staff work hard to create positive relationships with parents and the children's families. Parents appreciate the kind and caring staff and feel their children are making progress. However, not all parents feel they are kept abreast of changes, particularly with key staff working with the children.

Quality of teaching, learning and assessment requires improvement

Management and staff assess children's development to identify next steps for their learning and monitor the progress groups of children make. However, they do not use their assessments or information from other professionals effectively to support all children's development needs. As a result, a few children do not make good progress in their communication and language development. Generally, children make expected progress in other areas of learning. The quality of teaching is variable. Staff do not interact with some younger children in their play and on occasions, do not adapt activities to meet their developmental needs. At such times, younger children play alone for periods of time and some wander around disinterested. This does not help to motivate children to learn or build further on their learning. Some staff provide focused activities to support older children's thinking and mathematical development. For example, children learn about new shapes, such as rectangles and cylinders, and what 'vertical' and 'horizontal' mean. Staff build on their learning further by challenging children to order objects by height and size, which children do, concentrating intently. Children learn about the lives of others, for example, by singing nursery rhymes in one another's home languages.

Personal development, behaviour and welfare are inadequate

As a result of the significant weaknesses in safeguarding practice, the supervision of children and risk assessments, children's safety and welfare are not prioritised adequately. Staff do not understand and follow the health and hygiene procedures consistently and this impacts on children's health. For example, some of the play spaces and equipment are left unclean and staff do not teach children about managing good personal hygiene when they sneeze. Staff work with parents to follow children's care routines consistently. For instance, they support younger children who are toilet training to help them succeed, and they change children's nappies regularly. However, staff do

not supervise children adequately when they sleep. They do not check children regularly and on occasions, leave children in the building with no staff present. This compromises children's safety. Children have a key person assigned to them when they start. However, management do not ensure that staff are deployed effectively throughout the day to meet children's needs well. For example, some younger children are left waiting for long periods of time at the table after lunch and some fall asleep unnoticed in their chairs. Children benefit from activities to help them develop new physical skills. For example, they join in pilates sessions and regularly play outside.

Outcomes for children require improvement

Although most children make expected progress for their age, some children do not have good support to develop their communication and language skills. Some younger children do not benefit from good teaching to motivate and engage them well in play. Overall, most children gain some of the skills they need for their future learning. Children of all ages enjoy managing tasks for themselves to build their independence. Older children learn to count and calculate to support their mathematical development.

Setting details

Unique reference number	EY395931
Local authority	Dorset
Inspection number	10111546
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 - 5
Total number of places	27
Number of children on roll	32
Name of registered person	Needham, Chrysoulla Anne
Registered person unique reference number	RP515419
Date of previous inspection	26 October 2017
Telephone number	01425477400

Cherry Tree Montessori Nursery and Pre School registered in 2009. It operates from premises in Ashley Heath, near Ringwood, Hampshire. The nursery opens Monday to Friday from 8am until 6pm, all year round. The nursery is in receipt of funding for children aged two, three and four years. A team of five members of staff work with the children, including the provider/manager, and of these, three hold childcare qualifications at levels 3 and 4. The nursery follows the Montessori ethos of teaching.

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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