

# Treasure (Johanna) Montessori Nursery Pre School



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

<b>Inspection date</b>	30 July 2019
Previous inspection date	16 October 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Requires improvement	3
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

- Although some improvements have been made, progress towards meeting previous actions and recommendations is slow and has been insufficient. The nursery has been judged as less than good at its last five inspections.
- The principal does not ensure that there is a qualified member of staff on site when the nursery opens. She has been in breach of safeguarding requirements at many opening times.
- The principal does not ensure that staff have sufficient knowledge of the procedures to safeguard children. Some staff are not sufficiently well trained in following the nursery policies and procedures that cover the use of mobile phones and cameras.
- The quality of teaching across the day is variable due to changes in the deployment of qualified staff. For example, when qualified staff leave the children to cook lunch, educational programmes are delivered by junior staff and some children do not receive consistently good-quality teaching.
- Supervision is not having a positive impact on improving children's learning across all areas of the nursery. Unsettled staff, particularly in the baby room, do not sustain consistently good levels of teaching and care.

### It has the following strengths

- Older children are well prepared for school. For example, they develop good levels of literacy, mathematics and understanding of the world.

## 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 the arrangements for the supervision and training of staff and ensure they have the necessary skills and experiences to care for children	15/08/2019
ensure that there is at least one member of staff who holds a full and relevant qualification at level 3 present at all times when children are on the premises	15/08/2019
ensure the mobile phone and camera policy is understood and consistently implemented by all staff to promote children's welfare	15/08/2019
ensure that staffing arrangements meet children's individual care and learning needs at all times.	15/08/2019

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

- develop staff's responsiveness to babies' interactions, to enable them to recognise and respond to their needs and to provide good-quality learning experiences that help accelerate progress in their learning.

### Inspection activities

- The inspection was carried out following the risk assessment process.
- The inspector observed the quality of teaching and the impact this has on children's learning and development, both inside and outside.
- The inspector listened to and talked with children as they played and reviewed how well staff monitor and extend children's achievements.
- The inspector talked with parents and carers to gather their views about the nursery and their children's progress. She sampled policies and spoke to staff to gauge their understanding of the safeguarding arrangements and how they promote children's welfare.
- The inspector arranged to undertake a joint observation with the manager and asked how staff's training has improved outcomes for children.
- The inspector looked at a range of documentation, including information on staff's recruitment, suitability checks and training, and discussed plans for further improvement with the leadership team.

**Inspector**  
Helen Robinshaw

## Inspection findings

### Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The principal does not pay due attention to the qualifications of her staff and where she deploys them. For example, unqualified staff have been left in sole charge of children for half of the morning opening-up sessions for many weeks. This is a breach in the safeguarding requirements which, in the time frame available since the concern was raised, shows a poor capacity for improvement. Some staff are not sufficiently trained to follow robust safeguarding procedures when letting visitors into the building, such as in relation to the use of mobile phones and cameras. This puts children at further risk when these staff are in sole charge of the premises and the children. The principal uses qualified staff to cook lunches, leaving the children to be supervised by junior staff. This can result in children spending excessively long periods at a computer without staff support. Although some improvements have been made in staff's supervision and in the quality of teaching, they are not fully effective across the nursery. However, all staff hold recent qualifications in first aid and food safety. Children's dietary needs continue to be met to a high standard.

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

There has been some improvement to the quality of teaching observed in the pre-school and toddler rooms. For example, staff assess and challenge children's thinking as they order planets according to their distance from the sun. Children make comparisons and work out if Mercury is hotter or colder than the sun. Overall, staff make accurate assessments of children's achievements and typically plan and deliver a broad range of interesting learning experiences. Generally, children quickly engage in activities. They concentrate well, review what they have achieved and think of ways to develop their ideas further. Staff keep parents updated on their children's achievements and the principal works closely with staff to monitor the rate of the progress children are making. However, the quality of teaching across the nursery is variable. The principal's use of performance management and self-evaluation is not sufficiently developed to provide consistently good-quality practice in the baby room. For instance, staff do not place a high enough priority on helping babies to develop their physical skills in preparation for walking, indoors or outdoors.

### Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management and safeguarding procedures have an impact on children's welfare and safety. The principal has not made sufficient progress towards the actions set at the last inspection. Staff's supervision does not foster a culture of mutual support, teamwork and continuous improvement in all areas of the nursery. Some staff receive very mixed messages about their performance and are unsettled and less focused on their work. This has a direct impact on the energy they have to teach, interact and respond sensitively to children to support their emotional well-being. However, staff help each other to keep babies and toddlers content and warm. Children learn to negotiate the staircase safely and enjoy outdoor play in all weather. Staff continue to meet good standards of hygiene and have high expectations for children's manners. Children enjoy being together for wholesome meals. Older children confidently help those who are younger to gain greater levels of independence,

such as when cutting fruit at snack time.

### **Outcomes for children require improvement**

Children learning to speak more than one language develop the communication skills they need to start school. Children aged two and three years listen and pay attention well, and enjoy activities such as stories, rhymes and singing. They learn to share, work together as a team and have fun outdoors. Babies have fewer opportunities to engage in good-quality learning experiences that suit their stage of development.

## Setting details

<b>Unique reference number</b>	EY432925
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10117824
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Engagis Ltd
<b>Registered person unique reference number</b>	RP530933
<b>Date of previous inspection</b>	16 October 2018
<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. Six members of staff hold appropriate qualifications at level 2 or above and, of these, one holds a qualification at level 6.

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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