

Inspection of Treasure (Johanna) Montessori Nursery Pre School

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

Inspection date:

16 December 2019

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

Although children behave well and present as happy, they do not fully engage in the activities that are available to them. The organisation of the provision means the environment is sometimes disorderly and this hinders children's attitude to learning. Staff will often shout down the stairs for assistance and this detracts from the time spent with the children. There are times when the baby and toddler rooms merge together. Although children benefit from social interaction with children of different ages, these times are not managed well by staff. This is because their expectations of the youngest children coping in the toddler environment are unrealistic. It is also not managed safely by staff. The toddler room is not equipped for the youngest children and therefore, they are exposed to hazards unnecessarily. For example, children who are unsteady on their feet fall over resources on the floor that the older children are playing with. In addition, the youngest of children put paint dabbers in their mouths and drink from the other children's drinking cups. This is also due to the youngest children not having access to their own drinks.

The nursery is equipped with a variety of interesting and engaging resources indoors and outdoors. These are designed to enhance children's imagination and creativity and offer challenge. However, these resources are not always readily available to the children. This means they have narrow learning experiences and opportunities to explore and play. For example, the newly designed physical room can be used to promote the physical development of early walkers. However, this is not used routinely, and staff access the outdoor provision despite these children not having suitable protective clothing for the conditions. This means children are not always able to fully enjoy and make best use of their learning experiences. This compromises their progress and learning of what they need to know for the next stage of their development. Staff are kind and caring towards the children. This is replicated by children being kind to each other. For example, children help each other with their zips on their coats before going outside.

What does the early years setting do well and what does it need to do better?

- Not all actions have been met from the previous inspection. However, the mobile phone policy and procedures are now fully in place.
- Arrangements for ensuring staff are suitable to work with children are not robust. Employed staff from outside the United Kingdom do not have any criminal background checks in place. There are also ineffective arrangements in place to ensure unchecked staff do not have unsupervised access to the children.
- Staffing arrangements are ineffective and do not always meet the learning and safety needs of the children. Children are left in the care of unqualified and

unvetted staff, which compromises their safety. This also negatively impacts on children's learning opportunities.

- Leaders do not manage the complaints they receive effectively. There is a clear complaints policy in place but this is not always followed when complaints are received. This means complaints are not fully investigated, there are not always written outcomes and any learning identified is not fully implemented into practice.
- Children's dietary requirements are not robustly adhered to. There have been occasions where children have been given food they should not eat. This impacts on the trust and confidence that parents have in the staff and leaders of the nursery. In addition, there are times when the youngest of children do not have access to drinking water.
- Leaders have devised a comprehensive improvement plan. This shows how they intend to improve the curriculum provided to the children. It also identifies other improvements relating to staff's well-being and their training and development. However, this is in the early stages and has not yet been implemented. As a result, there are still significant improvements required.
- Teaching is inconsistent across the nursery. Some staff allow children to think and formulate their own ideas. For instance, children disagree on the number of eyes a monkey has. Staff support children to find a book to help them to resolve this for themselves. However, some staff use closed questions and do not extend learning to children.
- Not all children have access to the resources that have been specifically chosen to support their individual learning needs. For example, children who are developing their newly acquired physical skills are not provided with the resources they need to play outside. In addition, the resources provided are sometimes inaccessible to children due to them not being able to reach the activity. For example, at the water tray, staff assist children by lifting them up, but this impacts on children's opportunities to play independently. It also results in other children being left unsupported in their learning, and opportunities to expand ideas and concepts are missed.
- Children who speak English as an additional language are not well supported. Staff and leaders do not know what some children's first languages are or whether English is spoken at home, and if so, to what extent. Some children are provided with visual cues to help make links between English and their first language, when it is known. However, staff do not use them consistently, which compromises children's communication and language development. This also impacts on their attitude to learning as children become disengaged and uninterested. This affects how well leaders and staff work positively with parents and means the key-person system is insufficient.

Safeguarding

The arrangements for safeguarding are not effective.

Staff are able to demonstrate a sufficient understanding of safeguarding. This is particularly in relation to knowing the signs and symptoms of abuse, safeguarding

issues in the wider context and what to do if they are concerned about a child or the conduct of other staff members. However, children's safety and welfare are compromised due to the significant breaches of the statutory requirements. In addition, leaders do not ensure that staff sufficiently record details of the injuries children sustain when away from the setting. The records they have lack detail about when, where and how injuries occurred. Some records do not explain what the injury is. In addition, unvetted staff regularly look after children unsupervised.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
improve the systems in place to make sure all staff who work directly with children have relevant checks completed, with reference to appropriate criminal checks for staff who have been employed from outside of the United Kingdom	10/01/2020
implement effective and robust procedures to ensure that staff whose suitability has not been fully checked do not have unsupervised contact with the children who attend	10/01/2020
implement effective deployment of staff so children are appropriately supervised and their safety is ensured, with particular focus on when the baby and toddler rooms merge together and when children are using outside play equipment	10/01/2020
ensure that the ratio requirements are met at all times; with particular reference to qualification requirements of staff and ensuring all children's needs are consistently met	10/01/2020
maintain detailed and accurate records of the injuries children sustain	10/01/2020

implement the written procedure for complaints when a complaint is made, ensuring it is fully investigated and that there is an outcome of the complaint that can be shared	10/01/2020
improve arrangements for managing children's special dietary requirements to ensure that children who have food allergies, preferences and intolerances are not provided with food they should not eat	10/01/2020
make sure that children have access to fresh drinking water at all times.	10/01/2020

To meet the requirements of the early years foundation stage, the provider must:

	Due date
enable all children to access the resources that are specifically put out for them to ensure their learning opportunities are maximised	14/02/2020
improve the support provided to children who speak English as an additional language, with particular regard for knowing what additional language is spoken, so that communication and language development is fully promoted	14/02/2020
enhance the quality of teaching and interactions to at least good or better by making sure that children are consistently challenged, interested and engaged	14/02/2020
work in partnership with parents so information about children's abilities, cultures and beliefs are fully known and understood.	14/02/2020

Setting details

Unique reference number	EY432925
Local authority	Surrey
Inspection number	10120101
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	0 to 5
Total number of places	50
Number of children on roll	16
Name of registered person	Engagis Ltd
Registered person unique reference number	RP530933
Telephone number	0127629774
Date of previous inspection	30 July 2019

Information about this early years setting

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 seven members of staff employed. Six members of staff hold appropriate qualifications at level 2 or above.

Information about this inspection

Inspectors

Kelly Marchmont
Jayne Godden

Inspection activities

- The lead inspector completed a learning walk with the provider and interim deputy manager.
- The inspectors held discussions with staff, sampled documentation and observed the interactions and teaching practices of staff.
- A joint observation was conducted with an inspector and the interim deputy manager.
- The inspectors spoke to children throughout the inspection.
- Some parental feedback was made available, which was considered and taken into account by the inspectors.
- A leadership and management discussion took place between the inspectors, the provider and the interim deputy manager.
- The inspectors looked at documentation, such as accident and injury and complaint records.

We carried out this inspection 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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