

Inspection of Willow Tree Montessori Kindergarten

80 Lumley Road, HORLEY, Surrey RH6 7JL

Inspection date: 10 January 2020

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Many children come into the nursery happily and know the routine well. Older children develop confidence, and their social skills are mostly well promoted. However, the manager is not sufficiently focused on setting a high-quality curriculum that results in good education and childcare for all children. Although she aspires to this, and has an accurate view of the quality of the setting and the improvements needed, she does not have robust systems in place to address weaker areas of practice.

Staff do not support children to self-regulate their behaviour. They do not manage children's behaviour appropriately. For instance, as children run in the garden, staff shout 'no' without any explanation. Toddlers who are learning to share resources become upset when staff quickly take books away from them with a short 'we don't do that'. Staff turn away from children without comforting them or supporting young children to share. The manager does not challenge unacceptable behaviour management strategies. This results in ongoing poor practice that has a significant impact on children's well-being and personal development.

Although there are appropriate hygiene procedures in place, staff do not implement these consistently. There are times when they do not do enough to prevent the spread of infection and promote children's good health.

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

- The manager has taken some steps to respond to the actions set at the last inspection. However, these have not been effective in raising the quality of the planning for children's learning experiences. Despite a new planning system, staff have a limited understanding of what the curriculum should include to meet the needs of the children attending the setting. This is due to weaknesses in the leadership of the nursery. The monitoring of teaching and learning is ineffective. Staff carry out planned activities but these are not offered to children who continually show interest and want to join in. For example, in the toddler area, young children are ushered away from messy play activities, even though these are identified as the children's chosen interest. Planning is not effective across all areas of learning.
- Even though children have an allocated key person who regularly communicates with parents, staff's knowledge of children's achievements and learning needs is poor. Staff do not monitor children's progress well. Some children also attend another early years setting. Staff do not liaise with the staff at this setting to share information, to help children make the best possible progress in their learning.
- Staff across the nursery are inconsistent in supporting children's behaviour. This

has a significant impact on children's well-being and personal development. Despite that, children enjoy the company of their friends. They access a range of suitable toys and resources inside and outside.

- The manager does not ensure that children's health and hygiene are promoted at all times. Staff do not implement robust hygiene practice to help prevent the spread of infection. For example, they use baby wipes to clean children's hands before snack, rather than taking children to wash their hands. Staff do not wash their hands before they pick up chopped fruit with their fingers and pass it to children. This gap in hygiene practice also means that children are not consistently learning the links between some good hygiene practices and good health.
- Older children enjoy singing songs, and they contribute to the questions asked by staff. Children join in with simple actions while singing familiar songs. This helps them to extend their vocabulary and to gain an understanding of the words they hear.
- Parents confirm that their children have settled well into the nursery. However, there are weaknesses in the sharing of information. This means that parents are not always kept appropriately informed about their children's development. They are also not provided with clear information about how they can continue to support their children's learning at home.
- Although the manager offers staff some training and coaching, she does not provide effective ongoing support so that all staff are clear about their roles and responsibilities. The provider fails to ensure that staff have all the necessary skills to support children's learning and development well.

Safeguarding

The arrangements for safeguarding are not effective.

Staff demonstrate some knowledge of how to identify that a child may be at risk from abuse and how to refer these concerns through the correct channels. However, not all staff have a secure understanding of the wider aspects of safeguarding. This does not enable them to identify when a child may be at risk from extreme behaviours and views. Staff do not support children with their behaviour and this has a negative effect on children's well-being. However, there are suitable recruitment and selection procedures in place. These help to ensure that those working with children are suitable to do so.

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
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ensure all staff have the necessary skills to manage children's behaviour appropriately and help children understand the consequences of their actions on others	30/01/2020
ensure staff implement effective hand hygiene procedures to help prevent the spread of infection and promote children's good health	30/01/2020
improve supervision, coaching and training to ensure all staff have a clear understanding of their roles and responsibilities, and to improve the quality of teaching	30/01/2020
ensure that all staff have a thorough understanding of all safeguarding matters, including the 'Prevent' duty guidance, to keep children safe from harm.	30/01/2020

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

	Due date
ensure that initial and ongoing observations and assessments of children's development are precise so that staff have an accurate understanding of children's skills and abilities.	30/01/2020

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

- develop partnership working with other settings children attend to aid continuity of learning and care
- ensure parents are fully updated about their children's progress and learning, and are invited to share learning at home.

Setting details

Unique reference number	EY501562
Local authority	Surrey
Inspection number	10114349
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	1 to 4
Total number of places	22
Number of children on roll	21
Name of registered person	Willow Tree Montessori Kindergarten Limited
Registered person unique reference number	RP906014
Telephone number	01293 820721
Date of previous inspection	19 June 2019

Information about this early years setting

Willow Tree Montessori School registered in 2016 and is located in Horley, Surrey. It is open each weekday from 8am to 6pm, for 50 weeks of the year. The nursery receives funding to provide free early education to children aged three and four years. There are four members of staff, all of whom hold relevant early years qualifications.

Information about this inspection

Inspector
Kelly Lane

Inspection activities

- The manager and the inspector held meetings and completed a learning walk. The inspector observed the quality of teaching and the impact this has on children's learning and development.
- The inspector spoke to parents at the beginning of the session to gather their views on the nursery and their children's progress. The inspector listened to and talked with children as they played, and reviewed how well staff monitor and develop children's achievements.
- The inspector sampled policies and spoke to staff to assess their understanding of the safeguarding arrangements and how they promote children's welfare.
- The inspector undertook joint observations with the manager to assess the quality of teaching and learning. In addition, the inspector discussed with the manager how staff training and support improved outcomes for children.
- The inspector held discussions with the manager and staff team throughout the inspection.
- The inspector sampled a range of documentation, including information about staff recruitment, suitability checks, and training.

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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