

Inspection of Norman Court Montessori CIC

Norman Court School, Norman Court, SALISBURY SP5 1NH

Inspection date: 4 May 2021

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children do not benefit from consistent staffing to ensure that their needs are met effectively. For example, staff frequently leave the room, leaving insufficient staff to support the children. The failure to ensure staff are deployed effectively and children are well supervised, has a detrimental impact on children's safety. Staff fail to keep a daily record of children's attendance, including hours of attendance, as required. Children's health and well-being are compromised. Staff fail to ensure children's privacy during toileting routines. For example, a potty remained in the toddler room, within children's reach, after a child had used it. Babies are not well supported by their key person. Staff fail to respond promptly to support children's individual needs and routines, leaving children distressed or crying. The provider does not ensure good support and coaching for staff to enable them to promote children's learning effectively. Staff do not monitor children's progress sufficiently or implement targeted support to help children progress, where there is an identified delay. Staff do not challenge children in their learning and children do not make good progress. Despite this, most settle well on arrival and show some interest in the toys and resources.

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

- Staff interactions do not meet the varied learning needs of the children. For example, staff do not understand the intent of their curriculum, and activities for older children are not well planned and lack purpose. Children take part in mundane painting activities that offer little challenge to their learning. They lack motivation to persevere at tasks, and any learning that takes place is incidental.
- Staff fail to engage younger children in purposeful play to support their physical development. For example, non-mobile babies are left on beanbags in the garden with little stimulation. They become upset as they are left alone to watch other children play. This does not meet children's individual needs or help them to progress in their learning.
- Leaders and staff do not take sufficient action to ensure children's curriculum needs are met, particularly those who are at risk of falling even further behind in their development. They fail to use the information from their assessments to identify when it may be appropriate to implement professional advice and support, to ensure every child has the chance to catch up. As a result, staff fail to swiftly close the gaps in the children's learning.
- The provider, by her own admission, recognises that there are issues in her leadership structure and has recently appointed a new member of her leadership team. However, she has not ensured that all leaders are fully capable to take charge in the manager's absence.
- Staff do not follow good hygiene procedures. For instance, on the day of the inspection, the staff failed to wash babies' hands after playing outside and they

sat children at the table ready for lunch until the inspector prompted them to do this. In addition, when older children drop their cups and cutlery on the floor, these are returned to the table by staff for children to use. This does not support children's understanding of good hygiene.

- Inconsistent staffing impacts significantly on children's emotional well-being. Staff frequently move between rooms to cover staffing shortages and do not maintain ratio requirements. They are unable to develop strong or trusting relationships with children, who become unsettled or upset as a result of staff's inattention.
- Children access a suitable range of resources that generally reflect the areas of learning. However, activities are not planned precisely enough to support progression in children's learning. For example, staff do not include a younger children in activities despite them showing an interest and answering questions.

Safeguarding

The arrangements for safeguarding are not effective.

Ineffective staff deployment and supervision of children place children at risk of harm. The provider ensures all staff working with children have a Disclosure and Barring Service check. However, they do not robustly check that staff hold required qualifications for their roles. Staff suitably risk assess to minimise most hazards. They have an understanding of child protection procedures and are aware of the referral systems if they have a concern about a child's welfare.

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
ensure that the minimum adult-to-child ratios are met at all times and that staffing arrangements meet the needs of all children attending	01/06/2021
ensure that children are supervised effectively at all times to meet their individual needs and keep them safe	01/06/2021

implement an effective key-person system so that each key person fulfils their role in ensuring that each child's care is tailored to meet their individual needs, offers a settled relationship for the child and builds a relationship with parents	01/06/2021
ensure the daily record of attendance contains the names of the children being cared for on the premises and their actual hours of attendance	01/06/2021
take necessary steps to prevent the spread of infection, to ensure children's health is not compromised	01/06/2021
ensure all managers and staff receive effective supervision and coaching to enable them to fully understand and fulfil their roles and responsibilities	01/06/2021
implement effective arrangements to support children with special educational needs and/or disabilities that are in line with the Special Education Needs and Disability (SEND) Code of Practice.	01/06/2021

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

	Due date
use the information identified from two-year-old progress checks to ensure action is taken where a child's progress is less than expected, in particular, where appropriate, to act on advice and support from professionals and to put in place a targeted plan to support children's future learning and development	01/06/2021

ensure staff provide good-quality learning experiences, and effective support and interaction, to engage all children, including those with special educational needs, to help them make good progress	01/06/2021
support staff's quality of curriculum to ensure that all children receive the support they need to make good progress in their learning and development.	01/06/2021

Setting details

Unique reference number	EY465377
Local authority	Hampshire
Inspection number	10193482
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 at time of inspection	0 to 4
Total number of places	60
Number of children on roll	36
Name of registered person	Norman Court Montessori Community Interest Company
Registered person unique reference number	RP905896
Telephone number	01980 863 997
Date of previous inspection	9 August 2017

Information about this early years setting

Norman Court Montessori CIC opened in 2013. It operates from the grounds of Norman Court School near Salisbury. The nursery receives funding for the provision of free early education for children aged three and four years. The nursery opens on weekdays from 8am to 6pm for 51 weeks of the year. A holiday club runs during school holidays for school-aged children. The setting employs 10 staff to work with the children. Of these, six hold early years qualifications at level 3 or above. The setting uses the Montessori teaching method.

Information about this inspection

Inspectors

Tracy Bartholomew
Sheena Bankier

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The inspectors observed activities and children's involvement in the nursery play areas and outside.
- The inspectors asked staff questions about their work and one of the inspectors undertook a joint observation with the owner. The inspectors spoke and interacted with children during the inspection.
- The inspectors took account of the views of parents on the day of the inspection.
- The inspectors looked at and discussed documentation in relation to safeguarding, risk assessments, registers and complaints.
- The inspection was carried out following the risk assessment process.

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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