

Report for childcare on domestic premises

Inspection date: 11 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

Younger children are not motivated to learn. Staff do not have a clear idea of what they want children to learn. They do not provide enough resources or interesting activities in the infant community classroom to keep the different ages of children engaged in their play. Staff deployment and assignment of tasks is poor. Consequently, younger children's safety is not maintained as there are a number of accidents, incidents and near misses. Older children's safety is also compromised. For example, several children are left outside unsupervised while one staff member prepares lunch, and another helps children at the bathroom.

Children mostly arrive happily at the nursery. Although parents are currently not allowed into the premises due to the COVID-19 pandemic, staff are beginning to get to know them and their children, by speaking to them at arrival and drop off times. Children who have attended for longer periods of time show confidence in their surroundings. Older children in the pre-primary classroom are supported by staff to develop their communication skills. For example, staff introduce more complex words and provide explanations to support children's understanding of these. This helps to extend children's communication skills. Children play cooperatively together, using their imagination when they recall what they have learnt from previous forest school sessions. They explain how they are collecting sticks to make a pretend fire which they are going to roast marshmallows on.

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

- Key staff are often occupied with regular routine tasks, such as preparing lunch, changing nappies, answering the phone and greeting parents and children at the gate. This means that when other issues arise, such as an accident or a spillage, the youngest children are left with the most minimal of teaching time and at risk of harm. When older children sometimes wander between inside and outside play, they are also not always within sight or hearing of staff.
- There have been several changes of staff which have not been managed effectively. This has left gaps at senior level and staff deployment means there is little support for the youngest children. There is little oversight of the quality of care and learning for the youngest children.
- Staff sometimes use praise with good effect to promote children's confidence. However, they do not plan enough interesting activities or supply sufficient resources for children. This means some younger children hit or push the others to get the toy they want and they sometimes throw the equipment or sand. Some children are bored and often lie on or under the tables. With little else to interest them, they sometimes chase around the room and jump on and off the indoor climbing frame. Staff have to react to the unwanted behaviour rather than promote children's learning and good behaviour. Due to the poor staff

deployment, the unwanted behaviour sometimes goes unnoticed by the staff.

- Staff support and supervision is ineffective. While a process of supervision has been started, it does not provide proper support and coaching for staff so that the interests of children are met. This results in significant weaknesses going unnoticed in the infant community room, with no plans in place to address and improve practice.
- Staff monitor children's progress, using their knowledge of each child to try and build on what they already know and can do. Leaders and staff understand what they want children to learn next. While this is working well in pre-primary, younger children are not being supported to learn. Ineffective planning means staff are unable to engage these children in purposeful play experiences, resulting in children becoming bored and their behaviour deteriorating.
- Staff revisit activities with the older children in the pre-primary classroom and resources are left out following planned activities so that children can practise their skills. For example, staff read a story about the life cycle of a frog. Children who have heard the story before share their knowledge of how frog spawn turns into a tadpole and then a frog.
- Older children learn to sit and concentrate during planned group time activities. Staff direct questions to each child, providing all children with an opportunity to engage and respond. Children are supported to count out the correct number of beads associated with the date. Staff introduce simple calculations as they encourage children to learn how 10 plus one can also make 11.
- Staff work with parents to find out about children's individual needs and are aware which children are at risk of falling behind in their development. They mainly offer appropriate support and guidance, especially to the older children, to help them catch up in their learning.

Safeguarding

The arrangements for safeguarding are not effective.

The arrangements for safeguarding are ineffective. Children are not protected from potential harm. Recent staff changes have left some with lead responsibility for safeguarding lacking in confidence in their new role. Worry logs have recently been introduced as a way for staff to highlight any concerns about a child or a staff member to management. While staff are familiar with the indicators of abuse, they are unfamiliar with the correct procedures to follow should they have a concern about a child. This does not protect children's welfare. Ineffective deployment of staff and poor supervision of children compromise children's well-being and safety.

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 staff are effectively deployed, and tasks assigned, so that children are within sight or hearing at all times and their needs are met	11/06/2021
ensure staff understand the safeguarding policy so that they know who to report their safeguarding concerns to if they are worried about the welfare of a child	11/06/2021
use appropriate positive methods to support younger children's behaviour to create a pleasant environment and maintain their safety	11/06/2021
ensure that there are sufficient resources and stimulating activities, that are fit for purpose for the youngest children, to keep them interested, occupied and safe	11/06/2021
establish appropriate arrangements for the supervision of staff so that they are properly supported, and any issues in their practice are identified, improved and monitored.	11/06/2021

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

	Due date
ensure that staff respond to children's emerging learning needs and interests, so that they can plan appropriately stimulating experiences which build on what children already know and can do, with particular regard to children under three.	18/06/2021

Setting details

Unique reference number	400067
Local authority	North Yorkshire
Inspection number	10195105
Type of provision	Childcare on 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	30
Number of children on roll	31
Registered person unique reference number	RP511112
Date of previous inspection	12 December 2019

Information about this early years setting

Malton Montessori School and Nursery registered in 1996. The setting employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The setting opens Monday to Friday for 46 weeks of the year. Sessions are from 8am until 5pm. The setting provides funded early education for three- and four-year-old children. The setting follows the Montessori approach to early years education.

Information about this inspection

Inspectors

Melanie Arnold
Pat Edmond

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The provider and inspector completed a learning walk where the provider explained the skills and knowledge she wanted children to learn.
- The inspector spoke with several parents during the inspection and took account of their views.
- The inspector observed children taking part in a range of activities both indoors and out and discussed their learning with staff.
- The inspector spoke with the provider, staff and children during the inspection.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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