

Inspection of Montessori Nursery

Methodist Church, Chapel Hill, Hayle, Cornwall TR27 4JU

Inspection date:

24 May 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

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 enjoy their time at nursery. However, their safety and well-being are compromised as leaders and managers do not ensure staff follow correct procedures to safeguard children effectively.

Children learn about nature and the world around them. They have discovered what it is like in different countries. Children are currently looking at the life cycle of frogs. They look at cards showing the different stages in the life cycle from frogspawn to tadpole to adult frog. Children enjoy splashing with toy frogs in the water tray and make them jump across the pretend lily pads. They recognise different colours and can tell staff which of the toy frogs are red, blue, and yellow with orange stripes.

Outdoors, children manage risks and develop physical skills. They learn to use the pedals on wheeled toys, dig with spades in the sand and work out how to climb onto the branches of the tree. Other children use their imagination as they push the dolls around in buggies and talk about going for a picnic.

Indoors, children create pictures using glue and tissue paper or paints. They talk with staff about what they are doing. They notice when the paper sticks to their fingers, or when they mix the paints and make brown. Other children work out how to fit puzzle pieces together. They smile proudly when staff praise their efforts. Some children play cooperatively together as they pretend to make breakfast in the role play area. Sometimes, however, staff do not provide consistent messages when children struggle to share toys and resources.

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

- Children can make some choices about what they want to do and how they want to play. However, when there are disagreements, staff do not offer consistent messages. For example, some children are told that they have to share toys if they are not playing with them. For other children, because they may have an emotional outburst, staff let them keep the toys. Children receive mixed messages for learning how to play with others.
- Staff talk with children and model turn-taking in conversation. They provide different activities to support children's communication and language development. Younger children enjoy joining in with singing nursery rhymes. They pick the rhyme they want from a jar containing lots of spoons with pictures on that represent songs. Staff encourage children to sing and join in. Older children describe what they are doing. They recognise the different facial features as they point out the eyes and mouth they have added to their frog pictures.

- Staff pose questions and challenges for the children as they play. They encourage children to recall past experiences, such as holidays and what they did at the weekend. However, when there are changes in the routine, staff do not provide explanations for children. For example, at snack time, staff start tidying the toys away and put tablecloths on the tables. Some children wander off to wash their hands, some decide to try pouring drinks and others continue playing. Staff do not tell children what is happening and do not encourage them to help put the toys away, for example.
- Parents comment that staff share information with them well. Staff talk with parents at the start and end of the day. They also use online systems to share photographs and written notes about what children do at nursery. Staff seek extra support for children when they notice gaps in development. This includes extra activities, such as ones linked to letters and sounds to help with communication. On occasion, staff do not make as effective use of other professionals to enhance children's well-being and learning.
- Children have fun listening to a story about a train ride through the countryside. Staff show children the book so they can see the different characters. They ask questions about what children can see. They encourage children to identify the different animals and people in the pictures or predict what might happen next. Some children are keen to share their own stories about their train ride with staff, but they are reminded to wait until the end to talk. However, other children ask questions and staff respond, so children receive mixed messages about what they should do at this time.
- Children develop physical skills and learn to handle tools safely as they help prepare the fruit for snack time. They use knives to cut strawberries and bananas. Staff model counting and mathematical language. They encourage children to count how many pieces they have cut, and talk about 'half' and 'whole' pieces of fruit. Some children work out how many pieces they have altogether. Children are developing an understanding of number and mathematical concepts.
- Leadership and management are weak. Leaders and managers do not ensure that they support staff to understand their roles and responsibilities to act swiftly when there are concerns about children. This includes what action to take when the designated lead for safeguarding is not immediately available. In addition, they do not ensure that they and other staff use consistent strategies to help children understand expectations for behaviour.

Safeguarding

The arrangements for safeguarding are not effective.

The manager has suitable recruitment procedures. She has systems for monitoring staff performance once a year. However, she does not carry out robust checks to confirm the ongoing suitability of staff to work with children. Staff complete training to keep their safeguarding knowledge up to date. They know and understand the possible signs and symptoms that may put a child at risk of harm. However, leaders and managers do not make sure that staff follow the correct

procedures for recording and referring concerns. This compromises children's safety and puts children at risk of harm.

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 safeguarding concerns are recorded and referred to relevant agencies in line with nursery policies and local safeguarding children partnership guidance	27/06/2022
implement effective systems for monitoring staff that are robust and ensure the ongoing suitability of staff to work with children	27/06/2022
take steps to ensure that leaders and staff have a clear understanding of their roles and responsibilities to safeguard children	27/06/2022
ensure managers and all staff understand and use consistent strategies to support children's behaviour, to help children understand expectations and promote good attitudes for learning.	27/06/2022

Setting details

Unique reference number	102984
Local authority	Cornwall
Inspection number	10234039
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	0 to 4
Total number of places	20
Number of children on roll	25
Name of registered person	Fujiwara, Alison Pauline
Registered person unique reference number	RP513898
Telephone number	07880 643269
Date of previous inspection	10 January 2017

Information about this early years setting

Montessori Nursery registered in 1998 and operates from two rooms in the Methodist Church, in Hayle, Cornwall. The nursery offers care from 8am to 3pm, Monday to Friday, term time only. There are six members of staff who work with the children. Two members of staff hold appropriate childcare qualifications at level 4 and the rest hold appropriate childcare qualifications at level 3. The nursery follows the Montessori method of teaching. The nursery receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Anita McKelvey

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation during song time with the younger children.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.

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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