

Inspection of The Montessori Children's House

34 Robin Hood Lane, SUTTON, Surrey SM1 2RG

Inspection date: 21 September 2022

Overall effectiveness	Inadequate
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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 an ambitious learning environment. At times, children are not engaged in play and have not been taught how to use resources. Children do not have access to sufficient activities and do not understand how to play with resources provided. Therefore, children make little progress and learning is limited.

There is a lack of meaningful conversations between staff and children. Staff are polite. For example, staff acknowledge when children are speaking to them. However, staff do not continue conversations that progress the children's language and understanding. Therefore, children have limited experiences to develop their own language and communication.

Children are part of a highly diverse setting. This is recognised and at times celebrated. For example, children try traditional Jewish foods for Yom Kippur. This begins to support children's understanding of the different cultures in their society.

Some children do not learn how to manage their feelings. Children who demonstrate strong feelings are unsure how to communicate their emotion to staff. Therefore, behaviour is sometimes challenging.

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

- Staff do not provide opportunities for children to communicate. Discussions between adults and children are minimal. For example, staff acknowledge words that children say but do not introduce new vocabulary. There are limited opportunities for children to develop their language, including those whose home language is not English. Therefore, children have limited social interaction with adults and their friends.
- Activities are not planned well enough to support children's learning. Not all staff understand the areas of learning and how these fit with children's next steps. Therefore, children do not understand the learning taking place and make little progress.
- Staff do not model how to use all equipment in the setting. Therefore, children do not gain quality learning experiences, particularly during child-led play. For instance, children are directed to the book corner when they are not using resources correctly. Therefore, learning is restricted and children do not explore other areas of learning that they may be interested in.
- Leaders understand the importance of outdoor play and its benefits on physical development. Leaders successfully installed a new climbing frame in the outside area, where children enjoy going down the slide.
- Staff sometimes promote good manners. For instance, before eating, children say thank you. This begins to promote respect for others. However, staff have

not taught children, particularly those with special educational needs and/or disabilities (SEND) how to control their emotions. Therefore, children do not understand how this affects others.

- Staff do not use effective strategies to redirect children around the setting. For example, children are picked up and moved from behind, with no interaction. They are then placed in another area away from the activity they were engaged in. This does not support the children's emotional well-being as they are not independently choosing to do this.
- Leaders provide training for staff, however, they have not assessed the impact it has on the children. Staff have undergone training on communication, special educational needs and/or disabilities (SEND) and safeguarding. However, leaders have not checked this training is being followed. Therefore, the training is ineffective and does not improve the support provided for the children.
- Parents feel supported by the setting and enjoy receiving updates of activities the children are taking part in. They appreciate how they can ask leaders for help when applying for external agency support, such as speech and language therapy. However, support for children with SEND is not consistently effective to ensure they make the best possible progress.

Safeguarding

The arrangements for safeguarding are not effective.

Staff understand the indications and change of behaviours of a child that may potentially be at risk. They are aware of the procedures to follow if they have a concern and how to report this. The deployment of staff and handling of children does not consistently support children's emotional well-being. Staff do not use knowledge from previous training provided by leadership consistently. For example, when directing children to other activities in a non-verbal way.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
interact with children in meaningful conversations to progress children's learning and language development	20/03/2023
provide a stimulating curriculum and develop strategies that support the individual needs of all children, including those with SEND and/or those who speak English as an additional language	20/03/2023

ensure all staff have the knowledge and skills to support children's behaviour positively and consistently to keep children safe.	20/03/2023
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Setting details

Unique reference number	EY248359
Local authority	Sutton
Inspection number	10234691
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	27
Name of registered person	The Montessori Children's House Ltd
Registered person unique reference number	RP521069
Telephone number	020 8652 5662
Date of previous inspection	9 September 2016

Information about this early years setting

The Montessori Children's House opened in 2003 and is located in the London Borough of Sutton. The setting is open on Monday to Friday during term time from 8am until 4.30pm. A team of nine staff, including the nursery manager, works with the children. Of these, all staff hold appropriate early years qualifications. The setting is committed to the Montessori teaching methods and principles.

Information about this inspection

Inspector

Daisy Watson

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff members at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.
- The headteacher provided the inspector with a sample of key documentation, such as Disclosure and Barring Service checks and qualifications upon request.

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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