

Willow Tree Montessori School

80 Lumley Road, HORLEY, Surrey RH6 7JL



Inspection date	19 June 2019
Previous inspection date	13 December 2018

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- The manager and staff do not consistently assess children and plan to accurately meet the learning and development needs of all children and focus on their next steps in learning.
- The manager has not yet developed systems to work effectively with other settings children attend for consistency of learning.
- The manager has not yet implemented a programme to support parents in helping their children's learning at home.
- The manager and staff miss opportunities to challenge and extend learning for older children. This impacts on their school readiness and the skills children need for their future learning.
- The manager and staff do not give children enough time to respond to sort problems out for themselves. This does not help them build further on their developing thinking and problem-solving skills.

It has the following strengths

- Children develop warm and secure attachments to the manager and staff. Staff provide a safe and welcoming environment and provide a variety of resources.
- The manager and staff are good role models. The warm and caring relationships the children build with them help them to feel relaxed in the happy and comfortable environment staff provide. Children learn to share well and have good manners.

What the setting needs to do to improve further

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

	Due date
implement accurate assessment of children's progress to plan more effectively for their learning.	19/07/2019

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

- develop the relationship with staff at the pre-schools and other settings children attend, to better support children and improve the communication for consistency in children's learning
- strengthen partnerships with parents to develop shared learning at home
- make the most of opportunities to consistently challenge and extend older children's learning to the highest levels
- allow children more time to solve problems to further develop their problem-solving, thinking and learning skills.

Inspection activities

- The inspector toured the premises and observed the impact of teaching on children's enjoyment and development.
- The inspector spoke with parents to gain an understanding of their views.
- The inspector completed a joint observation of an activity with the manager.
- The inspector sampled documentation, including planning, children's development records, policies and procedures.
- The inspector spoke with the manager and staff about their practice and children's learning and development.

Inspector
Susan Allen

Inspection findings

Effectiveness of leadership and management requires improvement

The manager has not yet developed effective partnerships with other settings that children attend or developed a programme to support parents in helping their children's learning at home. Nonetheless, she has positive relationships with parents and provides updates about children's day-to-day care. Parents comment they are 'very happy' with the staff, that they are 'friendly and helpful' and that the children enjoy attending. The manager checks that staff update their knowledge of mandatory training, such as first aid, and generally keeps staff up to date with new legislation and practice. Safeguarding is effective. The manager ensures that staff have a good understanding of what would concern them about a child's welfare and the procedures to follow.

Quality of teaching, learning and assessment requires improvement

Although the manager and staff complete regular observations of children's learning, staff lack a clear understanding of how to use their findings to plan and assess effectively to help children meet their next steps in learning. Staff begin to teach children to develop an awareness of mathematics. For example, they repeat back numbers for younger children but do not always extend the learning for older children. Staff read books together with children, engage in construction and explore outside areas. Children develop an interest in early writing skills, for example, by following staff's lead to use the large whiteboard and draw together. However, staff miss some opportunities to further support older children to develop their literacy skills in preparation for school. There are a variety of resources and children are engaged in play, however, staff sometimes step in too quickly to rectify any issues and therefore do not help support children's developing problem-solving skills.

Personal development, behaviour and welfare are good

Staff support children to choose their own resources. They encourage them to help with daily tasks and routines, such as tidying away the toys. They teach children how to stay safe. For instance, staff teach children how to use and transport scissors safely. Staff encourage children to respect others and the environment. The manager and staff support children's developing self-esteem effectively. For example, they offer children cuddles, praise them and help to develop their confidence. Children develop a good awareness of healthy lifestyles. Staff provide daily opportunities for fresh air and exercise and follow good hygiene practices. For example, children use tissues to wipe their own noses. The manager and staff provide children with healthy food choices. They teach children about healthy eating and children enjoy a variety of healthy meals.

Outcomes for children require improvement

Children are happy and settled but not all children make as much progress as possible. For example, older children are slower to develop key skills. This impacts on their progress and readiness for the next stage in their learning. However, children listen well and enjoy attending the setting. Children develop strong bonds with the manager and staff and learn to take turns and play well together. They demonstrate good social skills and often act kindly towards each other.

Setting details

Unique reference number	EY501562
Local authority	Surrey
Inspection number	10090816
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	22
Number of children on roll	31
Name of registered person	Willow Tree Montessori Kindergarten Limited
Registered person unique reference number	RP906014
Date of previous inspection	13 December 2018
Telephone number	01293 820721

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 three members of staff, all of whom hold relevant early years qualifications at level 3 or 4.

This inspection was carried out by Ofsted 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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