

Inspection of Cedarwood Montessori Nursery

1 Seale Hayne, Newton Abbot TQ12 6NQ

Inspection date: 2 March 2023

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

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Leaders do not ensure children's welfare. They do not make sure that all staff know who the relevant agencies are should they need to refer any safeguarding concerns. Staff do not identify and act on risks within the environment. The deployment of staff is not effective to ensure staff supervise children at all times, including when they are eating. At times, visitors are left alone with children, posing a risk to children's safety.

The implementation of the curriculum is not fully effective and does not ensure that children consistently receive experiences that help them to make good enough progress. This is because not all staff adapt their teaching in a way that encourages all children to engage in the opportunities and activities they plan. As a result, some children are not sufficiently challenged in their learning. For example, during group activities, staff do not do enough to encourage children to participate, and instead, they leave them to play alone.

Nonetheless, children are happy and feel secure. They have formed positive relationships with their peers and staff. Children demonstrate their communication and language skills. Pre-school children talk to visitors about the spring season and identify plants, such as daffodils and catkins. Younger children enjoy listening to and joining in with musical instruments. They imitate words and copy familiar expressions.

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

- Leaders have not identified significant weaknesses within the setting. They do not ensure that all staff understand safeguarding procedures, and the deployment of staff does not consistently meet children's needs. At snack time, children are not always adequately supervised because staff attend to other tasks. Staff do not follow safer food guidelines. For example, they do not cut up grapes in a way that ensures they do not present a choking risk to children.
- Leaders do not ensure that risk assessments identify all risks to children, and they do not ensure that staff keep children safe at all times. For example, they boil the kettle and leave this in reach of children. When risks are pointed out to management, they do not act to remove or minimise them. Some visitors to the setting do not always have their identification checked, and others are left unsupervised in rooms where children are present. Additionally, staff do not monitor children adequately when eating.
- Leaders do not ensure that all staff implement the curriculum as well as they could and do not ensure that staff support children's individual next steps, building on what children already know and can do. Some activities are not pitched correctly, and children find completing them too easy. On these

occasions, children are uninterested and walk away, and they are not fully supported to develop a positive attitude to learning, meaning these children miss out on valuable learning experiences.

- The setting has developed partnerships with parents and some professionals. Staff share relevant information with parents about the children's day and ways to support them at home. They complete the required progress check at age two and give these to parents to identify any additional support children may require. Staff discuss children's development with other settings children attend.
- Children demonstrate their independence skills. They manage their personal needs well, such as changing out of wet clothes and washing their hands before meals. Children carefully pour their drinks from glass jugs and clear away their dishes from the table. They then wash these up in a bowl afterwards.
- Staff help children learn new vocabulary, such as 'insightful' and 'cunning', while reading stories. They talk to children about what these words mean, encouraging children to think for themselves. For example, staff ask children to describe 'foggy' weather. Children and staff talk about how the clouds lower and how it is difficult to see.
- Children have daily access to physical exercise. They play outside in the sandpit, ride on tricycles and play with water beads to support their sensory experiences. Some children engage independently in yoga. They use cards displaying yoga poses and create these movements themselves.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders fail to ensure that all staff understand safeguarding procedures, and they do not identify and act on risks in the environment. They do not organise the deployment of staff well enough to ensure children are not left unsupervised. All staff demonstrate their understanding of how to recognise when a child may be at risk of harm. The recruitment of staff ensures all those working with children have suitability checks. Staff know they can confide in leaders with their concerns about children or other staff members. However, not all staff are aware of the relevant local safeguarding partners they can contact outside of the setting should they need to report their concerns.

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
ensure all staff know who to report any safeguarding concerns to	09/03/2023

deploy staff effectively to ensure that children are always supervised, including when eating and when visitors are present	09/03/2023
improve risk assessments so that they identify all potential risks to children, and ensure that staff use them effectively to provide a safe environment for children	09/03/2023
improve the implementation of the curriculum so that children receive appropriate challenge that builds on their existing skills and knowledge and supports them to take part in group activities.	28/04/2023

Setting details

Unique reference number	2654683
Local authority	Devon
Inspection number	10278152
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	2 to 5
Total number of places	22
Number of children on roll	35
Name of registered person	Osborne, Dyane Joy Angela
Registered person unique reference number	2628012
Telephone number	07786366743
Date of previous inspection	Not applicable

Information about this early years setting

Cedarwood Montessori Nursery registered in 2021 and operates from the grounds of Seale Hayne in Newton Abbot, Devon. The nursery is open Tuesday to Friday, from 9am to 4pm, during term time only. The nursery receives free early education funding for children aged two, three and four years. There are seven members of staff who work directly with the children. Six staff members hold qualifications between level 3 and level 6. One staff member is a casual worker and is unqualified. There is also a nursery administrator. The nursery follows the Montessori educational philosophy.

Information about this inspection

Inspector

Joanne Steward

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector and the manager completed a learning walk together and discussed the curriculum.
- The children spoke to the inspector about what they enjoy doing at the setting.
- Parents shared their views of the setting with the inspector.
- The inspector carried out a joint observation of a mathematical activity with the manager.
- The manager provided the inspector with a sample of key documentation on 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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