

# Cherry Tree Montessori Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	512574
<b>Inspection date</b>	06 December 2007
<b>Inspector</b>	Thecla Grant
<b>Setting Address</b>	Linton Village Hall, Main Street,Linton,Wetherby, Leeds, West Yorkshire, LS22 4HL
<b>Telephone number</b>	01937 586227
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<b>Registered person</b>	Cherry Tree Montessori Nursery
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Cherry Tree Montessori Nursery is privately owned nursery. It opened in 1999 and operates from three rooms in a Village Hall. It is situated in Linton on the outskirts of Leeds. A maximum of 25 children may attend the nursery at any one time. The nursery is open each weekday from 09.15 to 13.00 for 38 weeks of the year. All children share access to an enclosed outdoor play area.

There are currently 31 children aged from two and a half to under five years on roll. Of these, 17 receive funding for early education. Children attending come from the local and surrounding areas.

The nursery employs seven members of staff. Of these, three hold appropriate early years qualifications. The setting also uses the Montessori teaching method.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

The children enjoy the ring games in the garden. They move in a range of ways as they jump in and out of the circle and put their arms and legs inside and outside of the circle. The children practice to balance on different types of balancing equipment and crawl through different shaped tunnels. The children can move their bodies to carry out intended tasks, such as lifting the parachute up to look underneath as they play the parachute game. They keep the ball on top of the parachute as they work in unison to move the ball around the parachute. The children observe the effects heat has on the body. For example, when the room becomes warm three and four-year-olds say they are hot and need a drink of water. They independently help themselves to water from the small water jug, carefully pouring the water into their cup.

Very successful methods are in place for promoting hygiene. For example, each playroom is vacuumed daily and the tables are cleaned with disinfectant spray before children have their packed lunch. The children are clearly aware of their own needs, such as accessing the toilet independently. Children discuss their hands are dirty and they will get germs if they do not wash their hands before they eat. As a result, the children have a good understanding of simple hygiene practices.

Practitioners are fully aware of the individual dietary requirements and preferences of the children. The children enjoy a healthy snack in the morning of fruit and vegetables. They have good opportunities to taste new foods such as yellow peppers. The children have opportunities to grow their own food and have grown carrots, beans and water cress. Mealtimes are a sociable event where practitioners and children sit and chat happily together. As a result, children are developing a good understanding of healthy eating.

Children stay healthy because practitioners effectively follow current and appropriate environmental health and hygiene guidelines, policies and procedures. Practitioners are trained in administering first aid and appropriate permission and records are in place regarding the administration of medication to children. There are clear policies about children who are sick or who have an infectious disease and these are shared with the parents.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The environment is very warm and welcoming with very good evidence of children's play. Parents and children are warmly welcomed on arrival. A wall frieze of the children's favourite story is attractively displayed on the wall. The setting's registration certificate, public liability insurance and practitioner's photographs are displayed for parents and visitors to view. Children happily play with an excellent range of toys and equipment which provide sufficient challenge. These include specialist equipment that is easily accessible on low shelves and tables. All the children independently choose their own activities.

Children benefit from a good range of safety and security measures. For example, visitors are asked for identification and to sign the visitor's book. The main entrance to the nursery is monitored by practitioners; who are very diligent in ensuring children are safe both indoors and outdoors. The fire drill is regularly conducted and a record is kept of each practice. Children understand what to do in case of fire. They know that they must not run indoors because they

can get hurt. Children also discuss that they need sun block to stop them from getting burnt in the sun. As a result, children have a good understanding of how to keep themselves safe.

Children are safeguarded because practitioners have attended training in child protection and have a suitable understanding of how to protect children who maybe at risk. The child protection procedures are in place; these are robust, but not fully understood by practitioners.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children have excellent opportunities to learn. Children are involved in an extensive range of planned activities and spontaneous events, which support their development and learning. Children learn how to give machinery information as they play the board game. For example, they key in which direction they want the electronic machine to go. Older children are competent in using the computer, they use ear phones to listen to instruction and complete simple programmes. Children are extremely happy, settled and confident. They socialise very well and are confident communicators.

Practitioners are highly motivated and their enthusiasm inspires the children in their play. For example, a small group of three and four-year-olds decide to have a party. They dress in fairy costumes and other dressing up clothes. They discuss with the practitioner that they are having a wedding party. This activity is successfully extended by the practitioner who encourages the children to write invitations to the wedding. The children are engrossed in this activity for a long period of time. As a result, children are very well occupied and have an enjoyable time at nursery.

Children have consistent opportunities to use their own initiatives and develop their play throughout the day. They confidently choose activities such as, arts and crafts and easel painting. Children forge close friendships with each other and relate and play with their peers very well. For example, as two three-year-olds play in they decide to trickle the sand through their fingers. 'It's raining sand' they say. Children further benefit from professionals who visit the nursery. For example, children take pride in wearing police hats for the visit of the community police officer.

Practitioners have developed effective ways to gain the relevant information needed to reflect how the children are progressing with regard to the 'Birth to three matters' framework and Montessori methods. These are excellently interlinked giving practitioners a full understanding of what the children know and understand in relation to the different teaching methods.

### **Nursery Education**

The quality of teaching and learning is good. Practitioners have a very good knowledge and understanding of the Foundation Stage and how young children learn. The learning environment is effectively planned to provide a good range of activities across six areas of learning.

Practitioners make sure children's ideas are reflected by devising systems which reflect child initiated activities. Very good arrangements are in place to include and support children with learning difficulties; this is also included in the planning. Children's profiles are consistently linked to the stepping stones. However, systems in place to gain information about children's attainments do not effectively reflect children's personal social and emotional development, physical development and communication skills.

Teaching of different areas of learning truly interest children to become focused and able to resist distraction. For example, children mix different colours onto their hands and rub them together to see what colour they are making. Practitioners extend the activity by asking questions such as, what does it feel like and what colour have you made. The children describe that the paint feels soft on their hands and recognise the colour they have made to be brown.

Children use mathematical language during play and whilst playing a shape game recognise shapes such as, circle, square, rectangle, diamond. Some children recognise semi circle and triangle. Children have very good opportunities to learn about space as they fit the cylinders into the different depths of the specialised equipment. Practitioners skilfully extend children's learning as they discuss how old they are by introducing calculation. Children recognise numbers one to five on the number cards and display them in the correct order. They represent the numbers on the card with the correct number of beads. For example, five beads joined together to represent number five. This mathematical activity is further extended into multiplication as the children add an extra five rows.

Children use their imaginations well and are able to express preferences. They play alongside other children engaged in the same theme, such as taking the dog to the kennels. Children are very articulate and talk freely about their home and community. They discuss with practitioners how to get to 'Harewood house' this discussion is extended to children drawing a map. They explain that they need to go around the round-a-bout to the A64 to reach their destination.

Practitioners make very good use of resources. As a result, children are effectively able to extend their initiated activities. For example, three and four-year-olds play in the malleable area with the play dough. Some make a birthday cake, they carefully mould the cake using the tools provided and put the candles on. They then put the cake into the toy oven and set the temperature gage. Children enthusiastically separate from their main carer with confidence and self register. They are very independent and select and carry out activities with confidence. The children happily build with the wooden and plastic bricks and complete complicated interlocking jigsaw puzzles. Children enjoy increasing their self-help skills through tidying away resources played.

### **Helping children make a positive contribution**

The provision is good.

Children have a very good awareness of different cultures and display a good level of involvement in this. For example, during role play three and four-year-olds put on the dressing up clothes. One child tells her friend that she is a Chinese lady. Children celebrate different festivals and display their finished craft of divas, which they made for Diwali. Resources, such as small world wheel chairs and play people of different races are easily accessible for the children to play with. As a result, children fully benefit from resources and activities that positively reflect diversity.

Children show very good awareness and understanding of responsible behaviour. For example, they settle small disputes by themselves. Children confidently speak to their friends and the staff about their wants and their interests. They say excuse me when they want their turn to join in conversations. They say please and thank and share resources very well. When children leave for the day they shake the practitioner's hands and say goodbye. Children's spiritual, moral, social and cultural development is fostered.

Children are cared for by practitioners who skilfully work with parents to meet the individual needs of their children. Parents are aware of the different policies and procedures of the setting; they are given questionnaires to evaluate the setting and are encouraged to make suggestions on any improvements. Parents share in promoting healthy eating by bringing fruits into the nursery to be shared with the children.

Very good systems are in place to care for children with learning difficulties. A special educational needs co-ordinator is in place. She has attended inclusion training, such as training in Portage and early identification and intervention. An abundance of information is in place to help with any child identified as having a learning difficulty.

The partnership with parents and carers is good. Parents feel included in their children's learning and receive good quality information about the provision particularly the education programme. Parents receive news letters about what is happening in the setting. They receive clear information on the six areas of learning and other methods used to care for their children. These are attractively displayed for the parents.

The parent's views are valued and well implemented into the setting. For example, parents have set up a library for children to borrow books. This initiative is run by the parents. Parents have easy access to their children's profiles. They are invited to coffee mornings and parent meetings where they discuss their children's progress.

## **Organisation**

The organisation is good.

Recruitment and vetting procedures contribute to children being protected. For example, all practitioners are appropriately vetted. Practitioners have an accurate knowledge and understanding of child development. They have a clear sense of purpose and a continual commitment to improvement. As a result, they have attended relevant training and workshops to enhance their work with the children.

Practitioners have a very good understanding of the adult-child ratio and effectively adhere to it. They make good use of the space provided to ensure children's care, learning and play is suitably supported. Space provided is very good and used by the children effectively.

All policies and procedures are in place. However, record keeping with regard to the register, does not show the arrival and departure times of the children. Documentation works in practice to promote children's health, enjoyment, achievement and ability to make a positive contribution.

The leadership and management are good. The leaders have a clear vision for the nursery education with a strong focus on the personal development and achievement of all children. Practitioners are effective in promoting an inclusive environment by treating each child as an individual and allowing them to progress at a pace they are comfortable with.

Clear directions are set to improve the organisation of nursery education and the outcomes for children by making practitioners aware of the different stages of development children go through. Practitioners have a realistic expectation for the children and are motivated to build a committed team. The management makes sure all relevant information is cascaded to practitioners and children's contributions are valued.

Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the management was recommended to address issues with regard to child protection. Practitioners understanding of child protection issues have been addressed, they have attended training in child protection level one and two. However, practitioner's knowledge of the child protection procedures is not continuously developed. At the last inspection the management was asked to address an action with regard to the area child protection procedures (ACPC). This has been addressed and the management are also aware of the changes from the (ACPC) to the Local Safeguarding Board.

At the last inspection in education there were no significant weakness identified. However, consideration to developing teaching and developing planning for older children are more effective. This area is continually evaluated. As a result, steps taken have improved outcomes for children and the organisation of the provision.

### **Complaints since the last inspection**

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- continue to develop staff's knowledge of the child protection procedures
- make sure register includes times of children's arrival and departure.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop systems in place to include information from parents about children's attainments.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)