

Cherry Tree Montessori Nursery

Inspection report for early years provision

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08/11/2011

Inspector

Eileen Grimes

Setting address

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Type of setting

Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Cherry Tree Montessori Nursery is a privately owned nursery and was registered in 1999. It operates from two rooms in the village hall in the Linton area of Leeds. The group serves the local community and is accessible to all children. There is a fully enclosed area at the back and side of the building available for outdoor play. The provision is open Monday to Thursday from 9.15am to 1.15pm and Friday 9.15am to 12.15pm term time only.

A maximum of 26 children may attend the provision at any one time. There are currently 31 children attending who are within the Early Years Foundation Stage. The provision is registered on the Early Years Register and on the compulsory parts of the Childcare Register. The group provides funded early education for three- and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language. They presently employ six members of childcare staff, of these, three hold appropriate early years qualifications at level 3 or above with the remainder working towards qualifications at level 3. The setting uses the Montessori teaching method. The setting receives support from the local authority

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle well in the light brightly coloured and welcoming environment. They are supported by staff who are secure in their knowledge of the early year's foundation stage and understand the individual needs of children. As a result children make very sound progress through the early learning goals. There is a strong drive to reflect on and evaluate all aspects of the provision to secure future improvement. Staff establish very strong partnerships with parents and with a range of other provisions.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop systems for recording children's progress, including matching observations to the areas of learning and identifying learning priorities

The effectiveness of leadership and management of the early years provision

Children are safeguarded extremely well as a result of the robust policies and procedures are in place. All staff and committee members have appropriate checks in place. Procedures gives staff appropriate guidance on how to manage and to promptly refer any concerns about a child's welfare and staff have accessed

training on this topic. Rigorous and detailed risk assessments are undertaken for both indoors and outdoors and daily checks are undertaken. All staff hold an appropriate childcare qualification and have accessed various training courses since the last inspection. The increased knowledge and skills are beneficial to the setting and have a positive impact on outcomes for children.

The environment, both indoors and out, is well organised to provide a wealth of learning opportunities. This allows children choice in their play and resources and offers different activities to extend their play and develop their independence, as children are able to move freely from inside to outside. The setting has a positive approach to equality and inclusion. They ensure that all children are valued as individuals and staff take the time to reflect the wider community. This is enhanced through the range of resources available. They ensure that children with additional needs and children with English as an additional language are given support, such as involving parents.

The team of well-qualified, experienced staff demonstrate an enthusiasm for their work and are committed to promoting positive outcomes for children. The process to evaluate the quality of the provision and its impact on children's progress is well established. The setting reflects on their practice and identifies areas for development. The clear action plans demonstrates the good progress which has been made and show the impact of these improvements on outcomes for children.

Staff have established very strong relationships with parents and carers. They take time to get to know the whole family through visits before children start. Visits to the group ensure that parents are confident with the setting before they leave their children. Parents arrive at the group confident and relaxed and talk freely with staff about a range of issues. There is a wealth of information available for parents and they are encouraged to access children's files. Staff ensure that parents are kept well informed about all aspects of their child's care and education. The setting has established very effective links with other early year's settings. Through the detailed termly sharing of information they are able to ensure continuity and cohesion.

The quality and standards of the early years provision and outcomes for children

Children make very sound progress with their personal social and emotional development and enjoy their learning. Staff who are sound practitioners understand how to provide a rich stimulating environment which meets the individual needs of all the children in their care. They spend time alongside children offer appropriate support to extend their learning and provide challenge and all activities are child led. For example staff support children in spontaneous activity of going on the bus. Children receive much one to one attention from the staff and respond to cuddles and facial expressions which helps their social and speech development. Staff keep observations and assessments on each child. However these do not clearly show how children are progressing or next steps.

Staff establish excellent relationships with children. They freely seek the support of staff and talk with them about a wide range of topics both from nursery and home. Staff build children's confidence and self esteem as they celebrate children's achievements, display children's work attractively and value all contributions.

Staff have a sound understanding of the importance of outdoor play. They have recently had the outdoor play area re furnished. Children are involved at all stages in the planning of this area and watched it develop. This has enhanced the setting and allows for continuous indoor outdoor play.

Children develop a secure understanding of the wider world, as they explore and experiment with a range of resources and materials within the local environment. A broad range of resources are available which reflect the diversity of society. This is extended through the celebration of festivals such as Divali, the group involves parents and families to extend children's learning and children spontaneously paint hands in the mendi style.

A healthy lifestyle is promoted. Hygiene procedures are in place as children adopt hand washing, use and dispose of tissues. The setting provides a range of healthy snacks. Whilst parents provide a packed lunch. These are served to children in a social family environment.

Children are encouraged to consider and recognise potential risks and dangers as they gradually accept responsibility for their own safety. They begin to consider the consequences of their actions and learn to recognise different feelings and emotions. Children are encouraged to develop skills for their future well-being as they learn to plan and solve problems together and understand technology. Children confidently activate programmes on a computer with and without adult support. Behaviour within the nursery is very good, as staff set realistic and appropriate guidelines. Children understand what is expected of them and understand the consequences of their actions. They learn to be considerate towards adults and each other in the friendly, consistent atmosphere where staff provide positive role models.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met