

# Cherrytrees Montessori School

Inspection report for early years provision

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**Unique reference number**

EY438483

**Inspection date**

08/05/2012

**Inspector**

Sara Bailey

**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*.

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## Description of the setting

Cherrytrees Montessori School registered at new premises in 2011, having first registered in 1992. The setting is privately owned and operates from one large room within Cossington village hall, Cossington, near Bridgwater, Somerset. There is an enclosed rear area for outside play.

The setting is registered by Ofsted on the Early Years Register. It is registered for a maximum of 20 children aged between two years and the end of the early years age range. There are currently 23 children on roll who attend on a part-time basis. The setting receives funding for the provision of free early education to children aged two, three and four. They also support children with special educational needs and/or disabilities.

The setting operates during term-time only. It runs from 9am to 3pm on Mondays, Tuesdays and Wednesdays. The principle/owner has a Montessori Teaching Certificate and holds Early Years Professional Status. She employs three members of staff to work with the children. The deputy and one member of staff hold Level 4 qualifications in early years and another member of staff holds a Level 3 qualification in early years.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting are focused on maintaining continuous improvement but a documentation weakness, which is a breach of a specific legal requirement, has impacted on the overall judgement. The negative impact on children's safety is limited due to other aspects of safeguarding being strong, although some records do not support secure practice. Children's individual needs are effectively met, with equality and diversity exceptionally well promoted. Children are making excellent progress in their learning and development due to extensive resources and highly reflective partnerships with other professionals involved in their care and learning. Most outcomes for children are outstanding.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure a daily record of children's hours of attendance is kept (Documentation). 15/05/2012

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

- improve risk assessments of outings by recording them for all staff to learn from and assist in reviewing them at regular intervals.

## **The effectiveness of leadership and management of the early years provision**

Staff generally demonstrate a high level of awareness of how to safeguard children. Several staff have completed safeguarding training and they have effective policies for the protection of children, such as robust systems for the safe collection of children with the use of code words. Effective checks are carried out for to ensure staff suitability on a regular basis. Staff ensure children's safety within the premises through good security systems, regular fire drills and comprehensive risk assessments. However, risk assessments of outings are not recorded in order for all staff to review regularly. Children's daily hours of attendance are not recorded. This is a breach of a legal requirement.

Partnership with parents is very positive apart from this weakness. Staff encourage parents to take responsibility for the signing in of their children, which are not always consistently completed or checked by staff. However, parents are very involved in their children's care and learning. They benefit from a positive key person system and the sharing of comprehensive learning journey files, with clear evidence of their children's progress towards the early learning goals. Parents are valued and their skills utilised, for example, a parent takes a French session with the children. Partnerships with others are outstanding. Staff are highly involved in taking a lead role with other agencies and settings to ensure children's individual needs are met highly effectively. Parents concerns regarding partnerships are handled extremely sensitively.

Management are continuously making improvements to forms, policies and practice for the smooth running of the setting and outcomes for children. The self-evaluation process is positive at ensuring individual needs are met well. For example, staff regularly evaluate the way in which they support children with special educational needs and/or disabilities to ensure they are able to make choices for themselves. However, the self-evaluation process has not identified the documentation weakness regarding attendance records.

Equality and diversity is promoted in an outstanding way. Children with special educational needs and/or disabilities are extremely well understood and exceptionally well integrated into the setting. Staff deploy themselves highly effectively to support children as required, without over whelming them. Positive images of diversity are inspiring for children as they are displayed around the room at their height to enjoy and informative posters for parents tackle discrimination. The setting is highly inclusive and extensively supports families from a range of backgrounds. Staff are impressively knowledgeable of cultural differences and are highly successfully in taking steps to close identified gaps in children's achievements.

The deployment of resources is outstanding. The way in which Montessori equipment and other resources are displayed on low-level shelving to aid self-

selection is highly stimulating. Staff support with the resources is inspirational. This contributes significantly to the children's progress in relation to their starting points in all areas of learning. The principle lays out the room in a highly impressive way each morning prior to children's arrival. High quality resources, many made of wood, are valued and respected by staff, which teaches children the importance of caring for their environment. Space is extremely well used and staff deploy themselves in an exemplary way to meticulously support children as they play and explore.

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

Outcomes for children are good overall as the breach of a legal requirement impacts on the judgement, to the extent which children feel safe. Children are potentially at risk in the event of a fire as the attendance records are not accurate, especially as there are different leaving times throughout the session. However, all other aspects of safety are strong. Children know how to stay safe by having designated areas to run around safely and learn to use real tools. Children are safe on outings as the principle walks the route at the same time of day, on the same day of the week, a week earlier than the outing, to identify any potential hazards.

Children are extremely happy and engaged in a wide variety of both child-initiated and adult-led activities. They make significant gains in all areas of learning from the high quality interaction and experiences. Children enjoy one-to-one time with staff exploring Montessori equipment such as number rods and the spindle box. Children learn about the wider world through lovely interaction, for example, whilst making cheese scones they learn where eggs, cheese and mustard come from. Children learn how to say 'Bonjour' during a French activity using puppets. Children greatly benefit from singing, piano music and stories. They show a love of books. Children thoroughly enjoy exploring technology with the use of a digital camera. They are developing excellent skills for the future.

Children show an exceptional understanding of the importance of good health. They are extremely independent in their own hygiene. They benefit greatly from the easy to access toilet facilities directly off the main play room, so staff can supervise from a distance when children are striving for independence. Children are very involved in the preparation of snack, learning the importance of healthy eating through valuable discussions with staff. Children enjoy fruit, cheese and savoury biscuits. They also benefit from a sweet biscuit on days they have exercise sessions as staff are very aware of their energy levels needing replenishing. Children love to be active and can run around when ever they feel the need in a designated area of the hall, as well as regular outside play.

Children have excellent relationships with one another. They learn how to share, take turns and be kind to each other. New or young children who are struggling with rules and expectations greatly benefit from the staff's consistent, kind approach. Other children are also an excellent role model for behaviour. Children are involved in packing away toys. Children are independent in their self-care skills,

putting their dirty plates and cups in the bowl for washing up and using a dust-pan and brush. Children thrive from the praise and encouragement they are given. Children display strong levels of confidence, settle well and show a strong sense of belonging to the setting. Children's inclusive practice is exemplary, with an awareness of each others differences and their individual responsibilities within the setting.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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