

# Cherry Tree Montessori Playgroup

3 Lacon Road, East Dulwich, London, SE22 9HE

<b>Inspection date</b>	19/11/2012
Previous inspection date	01/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Management have worked extremely hard to meet all previous actions and recommendations to improve the setting.
- Management implement highly effective systems for monitoring staff and provide opportunities for staff to develop their skills and knowledge.
- Children and staff form trusting relationships due to the highly effective key person system.
- Relationships between staff and parents are highly positive and staff are committed to supporting families. This enhances continuity in children's care and learning.
- Children behave well; they take turns, share and play together positively and have a positive approach to caring for the environment.

### It is not yet outstanding because

- Some staff do not consistently encourage children's thinking during discussions and activities by asking them a variety of open ended questions.
- Staff do not currently make the most of the outdoor area to plan exciting activities to support literacy and mathematics. This means that the outside area does not always benefit children who learn better outside.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector completed a joint observation with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of views of parents spoken to during the inspection.
- The inspector looked at policy documents, the provider's self-evaluation form and improvement plans.

## Inspector

Linda du Preez

## Full Report

### Information about the setting

Cherry Tree Montessori Playgroup registered in 1996 and is privately owned. It is situated in East Dulwich within the London Borough of Southwark. The premises consist of four playrooms, toilet and kitchen facilities and an office. Children have access to an enclosed outdoor play area. It is open each weekday from 8am to 6pm all year round, with the exception of bank holidays. The setting is registered on the Early Years Register. There are currently 20 children aged from birth to under five years on roll. Children attend for a variety of full time and part time sessions. The setting employs ten members of staff. All

staff hold appropriate early years qualifications, including one holding Early Years Professional Status and two holding degrees in early years. The setting operates in line with the Montessori educational philosophy and provides funded early education for three and four year-olds.

### **What the setting needs to do to improve further**

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

- further support children's learning by consistently asking them open-ended questions to help them to think creatively and develop their own ideas
- further develop the programmes for literacy and mathematics by providing a wider range of activities and resources in the outdoor area to challenge children's learning and support those who learn best outdoors.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Staff find out what children are capable of when they first start at the setting by talking with parents, and recording information. They continue to observe children and assess their on-going development to set clear goals for all children across all areas of learning. This means that all children enjoy organised and enjoyable activities that support their individual needs and progress.

Staff encourage children to become confident communicators and support language development across all age groups. They use simple repeated language to help babies learn new sounds and words and regularly sing to them. As a result, babies learn new words and begin to put words together to form sentences. Staff chat to children as they play to find out about their ideas and thoughts. However, at times, they do not engage children further or encourage them to think of other possibilities as they talk. The setting has a wide range of indoor activities for children to develop the skills necessary for starting school, but staff do not consistently plan for mathematics and literacy in the outdoor area. However, children make good progress in their mathematical development as staff sing lots of counting songs and plan a good variety of activities, such as puzzles and problem solving games indoors. Furthermore, staff encourage children to use mathematical thinking in a natural way throughout their play. For example, they provide money in the role-play area that children enjoy counting out as they pretend to shop.

Children across all age groups show an interest in books and stories in the cosy well-resourced book area. Staff support children's early literacy skills as they plan word building games to encourage older children to enjoy comparing letter shapes, listening to letter sounds, and learning letter names. Consequently, children develop an interest in early reading and writing and begin to put letters together to build short words. Children are able to express themselves in a wide variety of ways such as role-play, musical instruments, songs and art activities. Staff ensure that everyone contributes in their own unique way. For example during a craft activity, some children enjoy tearing paper, others explore the texture of the glue and others enjoy carefully placing sequins over a model to create a Christmas tree. All children receive praise and recognition from staff as they create and explore. This makes children feel valued and motivates them to join in and have a go. The highly positive atmosphere throughout the setting helps children to feel relaxed, resulting in them enjoying the many exciting activities and learning through play.

### **The contribution of the early years provision to the well-being of children**

Each child has their own dedicated member of staff who works very closely in partnership with parents to help children to settle in. Consequently, children soon feel very safe and secure, due to staffs' excellent understanding of their individual needs. Staff have a similar approach to helping children to become familiar with changes such as moving to another age group within the setting, they offer support and a gradual settling in process. Children visit the nearby primary school as they prepare for transition to school. Staff liaise with teachers to share records and children enjoy occasional visits from their former playmates, who sometimes return to the setting in the afternoons. Staff use this opportunity to help children to realise that they too will move to school one day. This shows how staff have a good approach to supporting children to develop their understanding of changes that they will experience in the future and to feel positive.

Children enjoy eating tasty snacks such as fresh fruit everyday. Children show an excellent understanding of the importance of keeping clean and healthy. For example, they confidently explain that they are going to wash their hands before eating as they need to wash the germs away. This demonstrates that children are developing their own understanding of how to lead a healthy lifestyle. Children learn how to use the environment safely by taking safe risks such as climbing on the climbing frame outside. They tidy up throughout the routine as staff teach them to take good care of the resources and equipment. This means that children in all age groups develop a good understanding of caring for resources and equipment.

Staff are very good role models who have a kind and caring approach towards the children and their families. They offer babies lots of cuddles and build trusting relationships with all children. Staff are also very consistent in their expectations for children's behaviour. This helps children to develop a good understanding of what is acceptable. As a result, children play alongside each other and share positively. Management organise and supervise the routine very well so that someone is always available to provide support for children's care needs. This results in the provision having a very caring atmosphere where children feel

valued and develop self-confidence to enable them to learn as they play and explore.

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

The registered provider manages the setting with the support of a deputy and hard working staff team. The team evaluates the provision and includes the views of children based on observations and discussion with them; they also incorporate the views of parents into their plans. They make the most of support from local authority advisors to make plans for future development. The provider has worked hard to be successful in meeting all recommendations from previous inspections and visits. Furthermore, the provision has made further improvements. For example, they have improved systems for observation, planning and assessment and regularly reflect on the quality of the experiences they provide for children. For example, they now take children on trips within the local community such as visits to the local library. This demonstrates how the manager and her team successfully assess what they offer the children and make plans for improvement.

Management and staff are vigilant about any health and safety concerns regarding the setting. Staff undertake regular, relevant safeguarding training and clearly understand their responsibilities well. They implement regular safety procedures, by inspecting all areas to check that equipment and resources are clean and safe.

Staff feel supported in their roles as the manager oversees systems for planning and assessment to provide on-going guidance and feedback. The manager holds regular staff meetings, she encourages staff to attend training courses and improve their qualification. This has helped staff to develop a thorough understanding of how to support effective learning for young children.

Staff have a consistent approach to partnership working to promote continuity in children's care and learning. The manager attends local network meetings in order to liaise with other early year's providers. Staff know how to seek additional specialist support for children and implement recommendations into planning and routines should children require specific support. The provision has a parent representative who has regular meetings and is involved in different aspects of the provision. For example, she contributes to newsletters and new policies to represent parent's perspectives. Other parents are able to raise any comments or suggestions should they wish to remain anonymous. This demonstrates how the provision is highly committed to embedding partnership with parents throughout. Parents express appreciation of the staffs' caring approach toward children and say that they find all staff supportive, approachable and friendly. The Parents value regular discussions with key persons, as they discuss children's progress and share learning priorities. This enriches partnerships and continuity in children's care.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

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.

## Setting details

<b>Unique reference number</b>	107631
<b>Local authority</b>	Southwark
<b>Inspection number</b>	813327
<b>Type of provision</b>	Full-time provision

<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	19
<b>Number of children on roll</b>	20
<b>Name of provider</b>	Shereen Hanwell
<b>Date of previous inspection</b>	01/02/2011
<b>Telephone number</b>	020 8693 8174

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### **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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