

Cherry Tree Montessori Playgroup

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

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|--------------------------|------------|
| Inspection date | 07/08/2013 |
| Previous inspection date | 19/11/2012 |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | Previous inspection: | |
| 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

- Children enjoy their learning and are motivated by interesting topics designed to help them learn about the wider world.
- Children behave well; they take turns, share and play together positively.
- Relationships between staff and parents are positive and staff use a good range of communication methods to provide feedback.
- The nursery is well resourced with quality equipment and play materials to support children in their learning.
- The managers have worked well to act upon the recommendations from the last inspection.

It is not yet outstanding because

- Some staff are not as confident in communicating with babies during some activities.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 involving children and staff.
- The inspector looked at children's assessment records and learning records.
- The inspector looked at policy documents and the provider's self-evaluation.
- The inspector meet with the owner of the nursery to discuss practice.
- The inspector spoke to parents to find out their views of the nursery.

Inspector

Debra Davey

Full Report

Information about the setting

Cherry Tree Montessori Playgroup opened 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 15 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:

- strengthen communication throughout the nursery by making sure that all staff consistently support language when working with babies.

Inspection judgements

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

Children make good progress in the nursery because they enjoy a range of planned and spontaneous activities. They eagerly choose from a plentiful range of resources to help them learn. Montessori education methods are used to help children focus on their play and learning. This works well for older children. Babies enjoy alternative play to help them explore a range of natural materials and learn through their senses. For example, they love the music sessions using instruments to explore rhythm and rhyme. However, some staff are less confident in interacting with babies during Montessori activities. All children respond well to the praise and support of staff and learn to play co-operatively with others. They are very polite when sharing play materials using 'please' and 'thank you' to one another. This is due to the positive role modelling of staff. Children learn good communication skills because most staff use clear explanations, stories and music to help children's emerging language development. Staff also work with parents to learn the languages that children speak and use this during play to help children feel valued and make progress. For example, children learn French and make books in Spanish. This helps them learn simple words in other languages.

Children enjoy a good range of well planned activities and events. For example, they have recently visited a local farm and enjoy activities linked to this. They made displays about farm and wild animals and enjoyed discussions about the rainforest and recycling. In this way, they are learning about the world around them and the impact of our actions on the environment. Staff use open questions to encourage children to talk about their artwork. Discussion is encouraged and children have made a tree of wishes to describe what they want to be when they grow up. Staff have high expectations of children and this helps them learn about the world in great detail. Children have learnt about plants and animals and they share what they know with their parents. They really enjoy their time in the nursery and this helps them learn and develop well. Staff monitor their progress using development milestones. They use the information to plan for children's next steps in learning and identify what each child needs to learn in their planning. This means that children's individual needs are met well and they make rapid progress in relation to their starting points.

Staff work closely with other agencies caring for children. They are actively involved with other professionals to support individual children, for example, when a child needs additional help with language development. The staff complete progress checks for children aged between two and three years to make sure that those needing additional help are quickly identified. This means that children who may have been disadvantaged get the help they require. Children soon become confident. They are rapidly gaining the skills they need to prepare them for school.

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

Children have access to outdoor play during the day in the nursery garden and visits to local parks and outdoor spaces. This helps them to develop physically and stay healthy. They have plenty of opportunities to develop their small muscles when they use the Montessori equipment, for example, fastening zips and buttons. They use scissors, pencils and paint brushes with increasing control. Children paint murals in the garden, mixing their own paints and painting pictures on large sheets of paper. They use different sized brushes, rollers and sponges to paint and create their own designs. This freely chosen physical activity helps them to develop their small muscles independently.

Children have a good range of healthy meals and snacks. They help to prepare the fruit and drinks for others and this fully supports their independence. Children decide when they would like their snack and are offered an excellent range of fruits, berries and rice cakes, which they really enjoy. Parents provide children's lunches and the nursery staff offer advice about appropriate foods for the lunchboxes. This helps children enjoy healthy lunches of the parents choosing. All staff are consistent in their positive approach to behaviour management and deal with children's behaviour well. They take time to explain to children the importance of sharing and working together. This supports children's personal, social and emotional development. Staff use resources well to promote all areas of learning. This enhances children's ability to learn through their own experiences. All areas are checked for safety each day and regular risk assessments are used to ensure that children stay safe. They also participate in regular fire drills. This helps children

understand what to do in the event of an emergency.

Staff use the key person system well to support individual children. They work closely with parents to settle children in and obtain information about children's likes and interests. The information is used to plan a range of appropriate activities to help children learn. Their progress is carefully recorded and shared with the parents. Staff use a range of methods to communicate such as daily school diaries, review meetings, newsletters and e-mails. Good communication between staff and parents enhances continuity in children's care and learning.

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

The nursery is managed by the owner and her daughter, who is the deputy manager. They each hold higher-level early years qualifications. They have clear roles and work closely together on the daily management and the future development of the nursery. The managers are fully aware of their responsibilities to meet the safeguarding and welfare requirements, and those for learning and development. There are robust recruitment procedures for the checking of staff and the core staff team have worked in the setting for many years. The highest qualified work directly with the children and act as role models for less experienced staff. As a result, staff are deployed well to meet children's needs. All staff have regular supervision to monitor the teaching practice and plan staff development. The managers encourage staff to observe each other and discuss what is going well and what needs to be improved. This shows a commitment to staff development and reflective practice. All staff are trained in first-aid and safeguarding. They know what to do should they suspect that a child is at risk from harm. The health and safety policies and procedures all comply with requirements and are used well to make sure that the premises, equipment and procedures keep children safe. Staff ratios are met and the effective deployment of staff ensures children are supervised and supported well.

The managers work with the early years team from the local authority to monitor the educational programme. This helps staff to plan and provide a good range of activities. Staff reflect on, and evaluate activities to make sure children make good progress in all areas of learning. Managers have worked well to meet the recommendations from the last inspection. For example, they have secured funding to re-design the outdoor play area. Staff work closely with parents and regularly share information to make sure that parents are involved with their child's learning. This helps to ensure that children make progress and are fully prepared for the next stage of their learning.

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 action. 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

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|------------------------------------|--------------------------|
| Unique reference number | 107631 |
| Local authority | Southwark |
| Inspection number | 931263 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 20 |
| Number of children on roll | 15 |
| Name of provider | Shereen Hanwell |
| Date of previous inspection | 19/11/2012 |
| Telephone number | 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, which are usually the childminder's 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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