

Cherry Tree Montessori Nursery

Cherry Tree Montessori, 1 High Street, Ashley Heath, RINGWOOD, Hampshire, BH24 2HP

Inspection date	02/10/2013
Previous inspection date	23/07/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children come into nursery well. They are happy, settled and show growing independence as they make choices about their play activities.
- Staff make effective use of both planned and spontaneous activities to promote children's understanding of mathematics.
- Staff have strong links with parents and carers, resulting in positive relationships and information about children's care and well-being being regularly shared.

It is not yet good because

- The key person system is still developing which means, at times, staff do not consider all children's learning and development needs during the activities.
- There are some inconsistencies between staff in how they support children's behaviour, such as helping children learn right from wrong.
- Planned creative play experiences are not always geared to younger children's age and stage of development.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside.
- The inspector looked at documentation including a sample of children's records, planning and records to check staff suitability.
- The inspector completed a joint observation with the manager.
- The inspector spoke to staff, parents and the manager.
- The inspector took account of the systems used by the staff to evaluate the provision.

Inspector

Dinah Round

Full Report

Information about the setting

Cherry Tree Montessori Nursery was first registered in 1990. It has been registered under its current private owner since 2009. It operates from premises in Ashley Heath, near Ringwood. The premises are in a converted shop unit with two playrooms on the ground floor and a dedicated playroom for younger children on the first floor. Toilet facilities are situated on the ground floor, with additional nappy changing facilities on the first floor. There is a large garden for outdoor play. The nursery opens Monday to Friday, from 8am until 6pm, all year round. The nursery serves children from the local community and wider area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 34 children on roll, all of whom are in the early years age group. The nursery is in receipt of government funding for free nursery education for two-, three- and four-year-olds. The nursery supports children who have special educational needs and/or disabilities and those who learn English as an additional language. There are 11 members of staff who work with the children, including the owner/manager. The manager has an early years foundation degree as well as a Montessori qualification. Three staff hold Montessori qualifications to level 4 and one member of staff is a qualified teacher. Two members of staff hold a qualification in childcare at level 3 and one member of staff is currently undertaking training for a level 3 qualification.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the key person system to ensure consistency in the approach to children's learning and development.

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

- review the systems used to develop children's understanding of how to behave, so staff provide consistency in helping children to learn right from wrong
- develop the creative play experiences so that activities are geared to the ages of younger children and allow them to use their senses to explore and experiment.

Inspection judgements

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

Children come into the nursery well and happily engage in an activity. Staff interact with children in a friendly and relaxed manner, which helps children to feel secure. Children take part in a variety of play activities and experiences both indoor and outdoor, keeping them suitably occupied and interested. They are able to self-select equipment from the low shelves, which encourages them to become independent learners. Staff have recently implemented new systems to help them observe, assess and monitor children's progress, and the systems are still embedding. They use the information appropriately to help them plan for children's future learning. Planning incorporates all areas of learning and is flexible to take account of children's interests. This contributes towards children making steady progress in their learning and development in relation to their starting points.

Through the appropriate key person system, key staff link with parents to support children's individual needs and routines. Staff record the next stage of learning for their key children and the information is collated and made available to all staff. However, in practice, staff do not always provide consistency in their approach to children's learning and development. For example, children of differing ages come together for a group singing activity before snack time, but some younger children who have a particular interest in music and singing are not included. This means that staff are not supporting all children's learning effectively. Parents receive regular information about their child's care, learning and development, and are able to view the records the nursery keeps to support children's learning. A home link sheet is sent home to share information with parents about areas to work on with their child. This includes suggestions of ways that parent can share learning at home, such as details of the songs that children are learning at nursery.

Children show growing independence as they learn to do things for themselves, such as putting on their coats and wellington boots before outdoor play. The younger children develop confidence as they move around, exploring their surroundings. They use their senses to investigate items in the treasure basket smiling as they feel the different textures. Children experiment with a variety of media and materials, such as paint, glue and chalk. However, staff do not always gear planned activities to the children's age and stage of development. For example, a gluing and sticking activity provided for younger children offers limited play experiences, and some children lose interest. Staff join in with children's play interacting appropriately to promote conversation and foster children's communication skills. Some staff are skilled at asking open-ended questions to develop children's thinking and build on their vocabulary. Songs and rhymes are regularly incorporated throughout the day and children eagerly join in with actions of familiar songs, such as 'Row, row, row your boat'. This raises children's awareness of sound and rhythm. Children have access to a wide range of resources that introduce them to shape, size and pattern. Staff make effective use of spontaneous opportunities to encourage children to count and use number. For example, children have fun fitting the number shapes into the corresponding holes, then take part in a game of 'hop, step and jump', waiting patiently to have a turn. Children show control as they pedal the bicycles up and down the path, and take care as they climb and balance on the steps of the climbing frame. This helps them

learn new skills and promote their physical development.

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

Children build trusting relationships with staff and other children. Key staff have responsibility for particular children and liaise with parents to gain information to help children settle. A communication book used for younger children informs parents about their child's daily routine, such as sleep times and nappy changes. Throughout the day, the staff team communicate to share information which contributes towards children's care and well-being. Children develop a strong sense of belonging as they see their photograph by their peg and on the wall around the room. Overall, staff manage children and their behaviour positively. For example, when some children struggle to sit still on their chair at snack time and bounce up and down on their bottoms, a member of staff goes over and says 'that's good jumping, but I don't want you jumping in case you fall'. Staff explain to children about the need to share the bicycles outside, and children understand that they have to wait and take their turn. However, not all staff are as effective in dealing with behaviour issues. This means that as children play and interact with others, on occasions, staff are not consistent in helping children to learn right from wrong.

Effective security measures are followed by the staff to make sure that no person can enter the premises unauthorised. A member of staff is assigned the role of answering the door at busy times to make sure the bolt is always secured on the external doors. A notice reminds parents not to open the door, as this is the responsibility of the staff. Appropriate risk assessments are completed and staff carry out daily checks of the premises to identify and minimise risks to children. For example, staff take action to remove fungi found in the garden before children go outside to play. This helps to ensure that children can move around freely and safely in their play. Staff follow clear procedures when taking children on any outings and local walks. This includes assessing risks, strapping younger children in the buggies and talking to the older children about road safety. Children take part in regular evacuation practices, which helps raise their awareness of what to do in an emergency.

Children have access to a satisfactory range of age appropriate toys and resources which are generally organised at child-height to encourage children's independence. They also enjoy regular use of the nursery garden and frequent walks around the local environment. This provides children with plenty of fresh air and exercise and widens their play and learning experiences. Children are familiar with the daily routines and know that they need to wash their hands before eating to help get rid of germs. Staff follow appropriate nappy changing procedures which contributes towards keeping children healthy. Children help to cut up the fruit for snack and benefit from the provision of healthy and nutritious snacks. Information is obtained from parents about any allergies and this is made available to all staff so this can be followed.

The effectiveness of the leadership and management of the early years

provision

Staff have a sound understanding of the learning and development and safeguarding and welfare requirements. Policies and procedures, which are updated with any changes, are in place to support staff in the running of the nursery. This includes clear recruitment and vetting procedures to check staff's suitability to work with the children. Staff have attended safeguarding training and understand their responsibilities to protect children. They are aware of their role to make sure that children are not left unsupervised when any unvetted adults are present. Staff are clear to report any concerns about a child in their care to the designated safeguarding officer. This contributes towards children's safety and welfare.

The inspection took place following concerns about behaviour management. Generally children's behaviour is managed well, although there are some inconsistencies between the staff. The manager supports staff in attending training to help them continue to update their knowledge. Specific training issues are also covered during staff meetings, such as the arrangements for assessing children's progress. This contributes towards the ongoing development of the provision.

Since the last inspection, the manager and staff have worked closely with their local authority advisor to develop a clear action plan to address the areas for improvement. Additional qualified staff have been employed and staff rotas introduced to ensure that staff are given specific roles during the day. This means that staff are suitably deployed during the sessions to support children's individual needs. All staff have an induction when they first start which helps develop the staff's understanding their roles and responsibilities. Staff are clear of their role to complete the progress check for two-year-old children; they have relevant documents, which they will use alongside their assessment systems. Staff use the information appropriately to help them plan for children's individual learning. There are satisfactory systems in place to evaluate the educational provision. This is generally through informal discussions by staff to reflect on the success of activities. Parents feedback about the nursery is welcomed with any suggestions taken on board to help make improvements for children.

Parents receive appropriate information about the nursery through the parent's information pack, regular newsletters and ongoing communication. Staff work in partnership with parents and are clear of their role to link with any external agencies and other early years settings involved in children's care. Staff support children to gain skills they require to support future learning, such as helping them become independent in their personal care. This builds children's confidence and helps prepare them for when they move onto school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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

Unique reference number	EY395931
Local authority	Dorset
Inspection number	937876
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	1 - 8
Total number of places	24
Number of children on roll	34
Name of provider	Chrysoulla Anne Needham
Date of previous inspection	23/07/2013
Telephone number	01425477400

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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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Piccadilly Gate
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