

# Cherry Tree Montessori Nursery

Linton Village Hall, Main Street, Linton, Wetherby, Leeds, LS22 4HL



## Inspection date

28 April 2015

Previous inspection date

8 November 2011

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

## Summary of key findings for parents

### This provision is good

- The quality of teaching is consistently good and, as a result, all children are making good progress. This is because staff carefully observe children in their play and learning, and use this information to plan a range of exciting activities which meet all children's needs.
- Children have developed very close bonds with staff. This is because staff treat all children as individuals and ensure that they feel safe, secure and happy in the setting.
- Staff have secure knowledge and understanding of how to safeguard children. This is because they are well informed about children's safety and protection, as it is discussed at every staff meeting. The shared, consistent approach to safeguarding ensures that children are well protected from harm.
- The management team is very effective. They strive to improve and lead the staff team well. Staff meet weekly to evaluate children's learning, and plan improvements to the environment and activities to ensure that good progress is maintained.
- Staff provide children and their families with a safe and welcoming environment. Children are greeted warmly as they enter the setting and staff use this as an opportunity to talk to parents. Parents appreciate the time staff give them and value these informal discussions about their children's care, learning and development.

### It is not yet outstanding because:

- Children have fewer opportunities to learn how to take turns and share without the support of adults.
- Sometimes staff ask questions which do not develop children's deeper thinking.

## What the setting needs to do to improve further

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

- support children to independently manage turn taking and sharing, by modelling appropriate language and encouraging children to think about the needs and feelings of others
- develop a wider range of questions that staff can ask to further enhance children's critical thinking skills.

### Inspection activities

- The inspector carried out a joint observation with the manager and observed children's activities in all areas of the nursery.
- The inspector spoke with the children and staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents and carers spoken to on the day, and through written feedback.
- The inspector looked at a range of documentation, including children's learning files, evidence of suitability and staff training records.
- The inspector looked at the setting's self-evaluation form and held a meeting with the managers of the setting.

### Inspector

Jill Roberts

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children are motivated and enthusiastic learners who are well prepared for the next stage in their learning. This is because staff work very well together and with parents to ensure children's needs are met. Information collected from parents, when children start in the setting, is used to build a picture of what children can do. Staff continue to closely monitor children's learning and development. They identify when children have reached targets and milestones in their development. Information about specific aspects of children's learning and development is shared within the staff team and with other professionals and parents. Detailed plans are then put into place to ensure that gaps in learning are closing. Staff benefit from working alongside professionals, such as speech and language therapists. Staff observe professionals during one-to-one sessions and then continue these activities within their daily work with children. As a result, partnerships have a positive impact on all children's learning and on staff development.

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

Staff have a very good understanding of how children learn and develop because they attend training and are well qualified in their roles. Consequently, staff create a stimulating environment which offers children a wide range of activities and resources that challenge them. Children are physically active in the outdoor area as they climb on large equipment and ride bikes. Children are confident as they move freely between the indoor and outdoor areas making independent choices. Children are motivated and take responsibility as they set the table at snack and lunchtime. Staff give children simple instructions to follow, such as 'put a cup by each chair', which helps to promote children's mathematical understanding. However, staff do not give enough attention to encourage children to manage turn taking independently. For example, children rely on adults or props to regulate their turn taking and sharing.

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

Managers have a good understanding of all aspects of the Early Years Foundation Stage. Secure procedures are in place for the recruitment and ongoing training of staff to ensure that they are suitable to care for children. The managers work closely alongside staff. They review each other's practice, make suggestions for improvement and strive to ensure the best outcomes for children. However, staff do not reflect on the type of questions that they ask. Consequently, sometimes questions only require a one word answer and do not encourage children to think more deeply. The setting's commitment to improve is well documented and includes regular reflection on learning and the actions that the staff team have taken. Staff make good use of training opportunities to enrich their practice. When the setting decided to take younger children, managers sent staff on training. This developed their understanding of behaviour, appropriate resources and developing an environment to suit the needs of younger children. As a result, children's needs are met very well and staff development has had a positive impact on children's progress.

## Setting details

<b>Unique reference number</b>	512574
<b>Local authority</b>	Leeds
<b>Inspection number</b>	869457
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Denise Naylor & Julie Curtis Partnership
<b>Date of previous inspection</b>	8 November 2011
<b>Telephone number</b>	01937 586227

Cherry Tree Montessori Nursery was registered in 1999 and follows the Montessori ethos. The nursery employs six members of childcare staff, five of whom hold appropriate early years qualifications at level 3. Sessions are from 9.15am to 1.15pm Monday to Thursday and from 9.15am to 12.15pm on Fridays, during term time. The nursery provides funded early education for two-, three- and four-year-old children.

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