

# Pear Tree Nursery

Mary Street, Longtown, Carlisle, CA6 5UG



<b>Inspection date</b>	27 February 2018
Previous inspection date	15 September 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The management and staff are highly committed and enthusiastic practitioners with a clear vision for the continuous improvement of this already good quality nursery. They accurately identify areas for development to ensure positive outcomes for children and their families.
- The well-qualified staff clearly and precisely monitor children's continuing good progress. Staff accurately identify gaps in children's learning and work closely with other professionals to provide targeted support to help them catch up.
- Staff make good use of the outdoor learning environment. Children enjoy developing their imagination, physical skills and knowledge and understanding of the world around them.
- Children develop highly trusting relationships with staff who are good role models and recognise the uniqueness of every child in their care. This helps to support children's good behaviour and emotional well-being very successfully.
- Children clearly enjoy their time spent in this warm and welcoming nursery. They are happy and settled and enjoy making independent choices in their play.

### It is not yet outstanding because:

- On occasion, staff do not make the most of opportunities to further extend children's good mathematical understanding.
- At times, staff are not as effective as they could be in challenging and extending children's thinking skills.

## What the setting needs to do to improve further

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

- extend children's good mathematical skills and support staff to recognise and build on the opportunities that occur in children's everyday play and activities
- enhance staffs teaching skills to enable them to focus more effectively on challenging and extending children's thinking.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the manager and deputy manager. She looked at relevant documentation and evidence of the suitability of all those associated with the nursery, including all the staff and trustees.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Carys Millican

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are clear about their role in keeping children safe and reporting any concerns about their welfare. Safety is given careful consideration. The premises are secure and staff are well deployed to supervise children very effectively. Robust recruitment procedures are in place and policies and procedures are meticulously followed. Staff are highly motivated and enthusiastic about the service they provide. They are committed to their roles and attend training to enhance their skills and improve children's learning experiences. Partnerships with parents, other professionals and local schools are well established to help ensure individual targets are achieved and continuity in care and learning meet children's individual needs. Parents speak very highly of the nursery and the service provided for them and their children.

### Quality of teaching, learning and assessment is good

The well-qualified and experienced staff know the children very well. They regularly observe and assess children's development. Overall, this helps them to successfully plan activities and experiences to support children's next steps. Staff help children to be imaginative in their play. For example, children delight in dressing up in high-visibility tabards, hard hats and use tools to mend things indoors and outside. Children thoroughly enjoy listening to well read stories and keenly join in singing songs. They are given time to concentrate on activities and develop skills, such as completing inset puzzles and filling and emptying containers. Staff carefully plan activities to help children to develop their early writing skills. For example, children enjoy copying the letters of their name on their art and craft work which are then carefully displayed on the attractive wall boards in their designated play room.

### Personal development, behaviour and welfare are good

Children build good relationships and develop a close bond with their key person. This contributes to the smooth settling-in and transition experiences initiated by the staff that support children's emotional well-being. Staff successfully help children to develop their social skills and gain confidence in their own ability. For example, they encourage children to work together during circle time and learn to share and take turns in activities. Staff support children's well-being and confidence with consistent and purposeful praise and guidance. Children learn to be increasingly independent and to make their own decisions and choices. For example, before snack time children look at a wide range of fruit and vegetables and are encouraged to choose which ones they would like to eat.

### Outcomes for children are good

All children make good progress in relation to their starting points and gain the skills they require for starting school. Additional funding is used well to support children in achieving their goals. Staff provide good opportunities for children to learn about their local community and the wider world. Children develop healthy lifestyles. They eat healthy meals, clean their teeth, exercise outdoors and sleep between their play if required.

## Setting details

<b>Unique reference number</b>	EY344683
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	1104567
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	50
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Longtown Childcare Trust Limited
<b>Registered person unique reference number</b>	RP526651
<b>Date of previous inspection</b>	15 September 2014
<b>Telephone number</b>	01228 791 005

Pear Tree Nursery registered in 2007 and is open Monday to Friday from 8am to 6pm all year round, except for bank holidays and a week at Christmas. An out of school provision, 'Kidzone', is open before and after school each weekday and during school holidays. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. There are currently eight staff working directly with the children, two of whom hold an appropriate early years qualification at level 2 and five at level 3. The manager holds qualified teacher status. The nursery supports children with special educational needs and/or disabilities.

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