

Pear Tree Nursery

Chapel Street, Bignall End, Stoke-On-Trent, Staffordshire, ST7 8QD



Inspection date

3 May 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children benefit from being cared for by highly-qualified, experienced, friendly and caring staff who spend good quality time supporting them in their activities.
- Children's behaviour is excellent. Staff understand the positive effect of praise and affirmation. Boundaries and rules are consistently reinforced by staff, giving children clear expectations. Children respect and care for each other and play together delightfully.
- Children show high levels of independence. They enthusiastically choose what they would like to do. They have free access to a rich and varied indoor and outdoor play environment.
- Children with special educational needs are well supported. Staff liaise exceedingly well with external agencies and services, so that they all work well together to ensure all children get the support they need in order to meet children's needs.
- Partnerships between parents and staff are strong. The manager and staff work closely with parents to provide them with regular information about their children's progress and how they can complement their learning at home.
- Staff regularly complete observations and assessments of children's progress. They use this information to provide children with a range of activities and resources, to help capture their enthusiasm to learn.

It is not yet outstanding because:

- Although the outside provision is well equipped, staff are yet to use these facilities to make the most of experiences to fully enrich children's learning.
- Staff do not provide enough opportunities for older children to extend their developing literacy skills.

What the setting needs to do to improve further

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

- Enhance the outdoor play area to help raise the potential of children's learning to outstanding
- Strengthen the oldest children's communication and language skills and recognition of phonic sounds in readiness for school.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. She also observed group time, snack and lunchtime.
- The inspector carried out a joint observation with the provider.
- The inspector sampled a range of documentation, including children's development records, key policies and procedures. She checked the qualifications and suitability of staff working with the children.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Johanna Holt

Inspection findings

Effectiveness of the leadership and management is good

The provider leads a dedicated and highly committed team of staff. They work well together and communicate effectively to support children's welfare and learning. The arrangements for safeguarding are effective. Staff are knowledgeable about the procedures to follow if they have any concerns about a child's welfare. Robust safe recruitment processes are followed to ensure only those who are suitable and appropriately skilled work with children. A thorough induction programme supports all new staff to understand their roles and responsibilities. The provider and staff have a continuous personal development system where individual staff's training needs are identified. Regular opportunities are given for their professional development.

Quality of teaching, learning and assessment is good

Staff are well qualified and use their knowledge effectively to help guide and support children as they play. Staff are well deployed to different activities. Children have a positive attitude to their learning. They effectively make their own choices in play and explore the environments confidently. Staff enhance children's problem-solving skills, providing many opportunities and resources to help extend children's learning. Children eagerly explore sand in the construction site and water in the purpose-built water trays using a wide variety of equipment to scoop, pour and measure. Children use their small-muscle skills in various ways. For example, using a variety of tools to cut and roll as they make sculptures out of play dough. Babies enjoy playing with shaving foam. Staff encourage them to use their large-muscle skills by 'painting' the foam over the windows. The provider and staff monitor the achievements of individuals as well as groups of children taking prompt and decisive action when any gaps in learning are identified.

Personal development, behaviour and welfare are outstanding

Children form exceptionally close bonds with their key person and staff. They are frequently praised to help them to gain confidence and high self-esteem. The staff work endlessly to ensure they embed effective two-way and regular communication with parents. Parents are fully involved in their children's care and learning. Staff are superb and wonderful role models and use highly effective approaches, such as consistently promoting cooperative play and sharing to reinforce positive behaviours. Children really enjoy nutritious snacks and meals cooked and prepared in the nursery. Snack and mealtimes are social occasions where even the youngest babies are fully involved. Staff actively contribute and are highly successful in preparing children emotionally and developmentally for their moves to new rooms and to school.

Outcomes for children are good

All children, including those who receive funding, are making good progress in their learning from their individual starting points. They are eager and motivated learners who enjoy their time in the nursery. Outdoors, older children confidently develop their physical skills using the wooden climbing wall and babies use wooden steps and low level equipment to learn to pull themselves up. Children acquire the skills they need in readiness for school.

Setting details

Unique reference number	EY545803
Local authority	Staffordshire
Inspection number	1134131
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	36
Number of children on roll	59
Name of registered person	Jayne Elizabeth Mary Johnson
Registered person unique reference number	RP545802
Date of previous inspection	Not applicable
Telephone number	01782720111

Pear Tree Nursery was registered in 2017. The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above, including one with Early Years professional status, one at level 6 and three at level 5. The nursery is open from 7.30am to 6pm Monday to Friday, all year round except for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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