

Tree Tops Montessori Nursery

1-3 Chesham Street, Leamington Spa, Warwickshire CV31 1JS



Inspection date	13 September 2018
Previous inspection date	30 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The manager monitors the quality of teaching and children's learning closely. She provides staff with effective support to extend further their good teaching skills. For example, staff have recently attended training to identify how to enhance creative activities for babies.
- Staff provide children with a stimulating learning environment that reflects the different areas of learning successfully. For example, children enjoy hunting for bugs, draw any they find and use their mathematical understanding, such as counting legs.
- Children are successful independent learners and make confident decisions as they lead their play. They gain a wealth of useful skills that prepare them well for their future learning and starting school.
- Staff have high expectations of children's behaviour and provide them with clear guidance about what is expected of them. Children behave well.

It is not yet outstanding because:

- Some staff do not share children's progress information fully when a new key person is allocated, to ensure continuity in their learning and maximise their progress.
- At times, staff do not recognise when to adapt some planned activities to support children's individual interests and needs fully.

What the setting needs to do to improve further

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

- extend information sharing between staff to gather the fullest knowledge of a child's progress
- recognise when to adapt planned activities to support children's interests and individual requirements more fully, to help them to make the best possible progress.

Inspection activities

- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector carried out joint observations with the manager.

Inspector
Anne Clift

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a clear understanding of the process to follow should they need to report any child protection concerns. The manager ensures that adult-to-child ratios meet requirements and deploys staff effectively at all times. Staff have strong partnerships with parents and work together well to support children's development at home and at the setting. They liaise successfully with staff from other settings that children also attend, to provide a shared approach to children's learning. The manager welcomes the views of staff and parents to evaluate the setting effectively.

Quality of teaching, learning and assessment is good

Staff assess children's progress accurately and help children successfully to achieve the next steps in their learning. They support children's communication and language development skilfully. For example, they encourage children to use the different languages they also speak at home and learn key words. Babies and young children listen attentively to staff and copy words and phrases as they explore new sounds. Older children articulate their ideas clearly and confidently. Staff help children to practise their physical skills. Pre-school children focus as they transfer lentils into containers and learn how to cut safely with scissors. Toddlers balance carefully as they travel across a narrow beam and use stepping stones. Babies pull themselves up to access activities that interest them, such as sand and dough.

Personal development, behaviour and welfare are good

Staff are friendly and nurturing and children form close attachments to them. Babies who are new to the setting are happy, very settled and explore confidently. Staff help children to develop their independence and sense of responsibility. Older children manage their toileting needs and serve their own meals. Children benefit from healthy and nutritious meals, snacks and regular exercise. Staff provide children with a good range of opportunities to learn about themselves and others. Children explore the similarities and differences between themselves and others, such as how boys and girls can wear their hair long or short, and in different styles.

Outcomes for children are good

Children develop good literacy skills. Older children learn to read and write their names. They learn about letters and their sounds. Babies enjoy handling books for themselves. Children develop good social skills and show consideration for others, such as wanting to save some lunch for friends and helping each other to negotiate an obstacle course. They use their good imaginations freely as they play, such as pretending to visit different places on a bus.

Setting details

Unique reference number	EY309169
Local authority	Warwickshire
Inspection number	10069047
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	69
Number of children on roll	85
Name of registered person	Treetops Montessori Nursery Ltd
Registered person unique reference number	RP525629
Date of previous inspection	30 May 2014
Telephone number	01926 888050

Tree Tops Montessori Nursery registered in 2005. It opens Monday to Friday from 8am until 6pm all year, except on bank holidays and for a week at Christmas. The nursery employs 23 childcare staff. Of these, 22 are qualified at level 7 to level 3. The nursery receives funding to provide free early education to children aged three years.

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