

Cherry Tree Montessori Ltd

3 Lacon Road, East Dulwich, London SE22 9HE



Inspection date	8 March 2019
Previous inspection date	14 March 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

This provision is good

- Staff provide a stimulating environment. Teaching is strong and staff interact with children effectively, following their interests. For example, children show great interest in nature and enjoy the opportunity to water flowers they are growing in the room. This supports them well to make good progress in their learning and development.
- Children are settled and have formed good attachments with their key person. Staff know children and their families well. Parents comment that they appreciate the consistency of the staff team and receiving informative regular feedback. This helps to support children's emotional and physical well-being.
- The manager communicates high expectations. Following her previous inspection, she works closely with the local authority and staff team to develop an accurate improvement plan in order to provide good experiences for children. She gathers feedback from parents to highlight areas of development and build on the good parent partnerships.
- Staff regularly observe and assess children's development. All children are supported for the next stage in their learning, including those for whom the setting receives additional funding. Children concentrate for long periods of time. For instance, young children listen to stories at group time and discuss the different tropical fruits they can see, such as pineapple and guava.
- At times, the staff miss opportunities to challenge and extend older children's independence during daily routines.
- The management team does not make the most of opportunities to communicate with other early years professionals and settings where children attend.

What the setting needs to do to improve further

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

- make better use of opportunities that arise to challenge and extend older children's independence
- build on the relationships with other early years professionals at settings that children also attend to strengthen the consistency of shared information of children's development and learning experiences further.

Inspection activities

- The inspector viewed a range of documentation, including attendance records, accident and incident records, risk assessments, children's observation, assessment and planning records, and documentation linked to managing children's progress.
- The inspector observed and discussed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the manager, some children, parents and staff throughout the inspection.
- The inspector checked evidence of the suitability and qualifications of staff working with children.

Inspector

Angela Colman

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of child protection issues. They know how to respond to any concerns about the safety or welfare of children. Since the last inspection, the manager has implemented a training programme to support staff development and knowledge. Following recent safer recruitment training, the revised induction pack ensures that all staff have a good understanding of the early years foundation stage and policies and procedures. Overall, the manager has improved systems for sharing information with parents. She has introduced systems to ensure that targeted educational programmes support children's learning. For example, staff have introduced an online system to share children's learning and development daily with parents. The manager monitors the quality of the staff interactions with children successfully and provides ongoing support to develop staff. For instance, staff carry out peer observations to assess the quality of teaching and learning, and provide feedback during their regular team meetings. As a result, the self-evaluation is effective and teaching is improving steadily.

Quality of teaching, learning and assessment is good

Staff have high expectations of all children. They use their assessments to support planning and ensure activities are precisely matched to children's individual abilities and learning needs. Older children demonstrate excellent memory recall and interest as they discuss the life cycle of a butterfly. They enthusiastically explain changes using words such as 'cocoon' and 'chrysalis'. They develop their communication and language skills well. Young children are provided with a good range of learning experiences that engage and stimulate their interest. For example, they learn about the African culture following their story time of 'Handa's Surprise'. Children enjoy dressing up and learning African words. They play African drums, creating rhythms in response to the music they hear.

Personal development, behaviour and welfare are good

Children behave very well and play with their peers cooperatively. This is evident when children share the outdoor resources with babies, who confidently push buggies in between their friends as they play. Relationships are well established and support children's emotional needs particularly well. Babies settle quickly when they start. They receive praise and cuddles and are supported throughout the day. Staff help children to extend their mathematical skills. For example, children play with three-dimensional shapes and boldly match the words to the correct shapes.

Outcomes for children are good

All children have positive attitudes to learning. They have a good understanding of how to keep healthy through their diet and physical exercise. Children have many chances to delve into the environment. They explore insects in the bug hotel and confidently climb on wooden structures. Older children develop their early mathematical and literacy skills. They enthusiastically describe their drawings as they develop their hand-to-eye coordination. Young children confidently pour from jugs and develop their skills as they squeeze sponges into different containers. All children, including those in receipt of additional funding, are developing the skills they need for the move on to school.

Setting details

Unique reference number	107631
Local authority	Southwark
Inspection number	10089357
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	30
Number of children on roll	22
Name of registered person	Cherry Tree Montessori Limited
Registered person unique reference number	RP906062
Date of previous inspection	14 March 2018
Telephone number	020 8693 8174

Cherry Tree Montessori Ltd opened in 1996 and is privately owned. It is situated in East Dulwich, in the London Borough of Southwark. It is open each weekday from 8am to 6pm, all year round. The setting employs nine members of staff, all of whom hold appropriate early years qualifications, including two with early years professional status. The setting operates in line with the Montessori educational philosophy and provides funded early education for two-, three- and four-year-old children.

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