

# Cherry Tree Montessori Nursery

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



<b>Inspection date</b>	11 March 2019
Previous inspection date	28 April 2015

<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 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

- Children are encouraged to make independent choices from the very good range of activities and resources on offer. For instance, they manipulate play dough, explore glitter and build towers from construction materials.
- Staff have a good understanding of their responsibility to work in partnership with parents. They provide parents with verbal feedback on a daily basis and regularly share information about children's achievements.
- Staff support children's mathematical development well. They help to develop children's awareness of shape, colour and size during daily activities. This contributes towards the skills children need for their next stage in learning and for school. Children make good progress overall.
- Staff are enthusiastic and constantly give children meaningful praise for what they have achieved. This helps children to feel emotionally secure and helps to raise their self-esteem.
- Children with special educational needs and/or disabilities (SEND) are supported well to ensure their individual needs are met. Staff make good use of advice from external agencies and services, such as speech and language therapists, to support children effectively.
- Even though managers have systems to coach and mentor their team, the monitoring of staff's practice process does not yet support staff to achieve the highest level in their performance.
- Although staff know their key children well, they do not consistently share information with other staff about their children's next steps to support their future learning.

## What the setting needs to do to improve further

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

- enhance the already good coaching and monitoring of staff practice to further develop and support their individual performance
- strengthen the system for sharing children's next steps in development, so that all staff know any specific gaps in learning and help children to make even more rapid progress.

### Inspection activities

- The inspector spoke with staff and children during the inspection. She held a meeting with the nursery managers.
- The inspector looked at relevant documentation, including evidence of the suitability of staff working in the nursery.
- The inspector viewed all areas of the premises used by children and carried out a joint observation with one of the managers. She observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with parents during the inspection and took account of their views. She discussed methods used for self-evaluation and the impact this has on the nursery.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.

**Inspector**  
Kerry Holder

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The management team ensures that staff have a good understanding of child protection procedures. Staff are well trained and are able to securely identify potential signs and symptoms of abuse. They ensure that the environment and resources are safe. Staff complete daily checks and immediate action is taken to minimise any identified hazards. Recruitment procedures are robust and help to ensure that staff are skilled and suitable for their roles. Staff work in partnerships with local schools and share relevant information to support children for their future transitions. Managers evaluate the nursery well and value the input of staff children and parents. They have a good understanding of their strengths and areas that they are targeting for further development. Supervisory meetings take place and staff discuss any concerns they have. This helps staff to feel valued and supported.

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

Children's communication and language development is supported effectively. For instance, well-qualified staff engage in constant discussion with children, introduce new vocabulary and model language during their activities. Staff encourage children to be creative. For example, children spend time drawing their 'favourite things'. Staff encourage children to problem solve. This is demonstrated when children persevere with matching pieces in difficult jigsaws. Staff complete regular observations and systems are in place for tracking children's progress. This generally helps to ensure that gaps in children's learning are successfully identified and acted upon. Managers routinely monitor the progress that children make.

### Personal development, behaviour and welfare are good

The learning environment provides every opportunity to heighten children's experiences and learning. Settling-in visits are arranged and parents provide key information to staff. These help to ensure that children's individual requirements are known and understood from the start. Children enjoy fresh air and develop good physical skills in the stimulating outdoor area. For example, they build houses with role-play construction materials. Staff manage children's behaviour effectively, according to their age and stage of development. Staff act as good role models as they use a calm and consistent approach to reinforce appropriate behaviour.

### Outcomes for children are good

All children, including those with SEND, make good progress in their development. Children develop good literacy skills. For instance, they write shopping lists and find their written names to self-register as they arrive. Children are motivated learners who acquire skills and develop confidence, in preparation for starting school.

## Setting details

<b>Unique reference number</b>	512574
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10070927
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Denise Naylor & Julie Curtis Partnership
<b>Registered person unique reference number</b>	RP518927
<b>Date of previous inspection</b>	28 April 2015
<b>Telephone number</b>	01937 586227

Cherry Tree Montessori Nursery registered in 1999 and follows the Montessori ethos. The nursery employs six members of childcare staff, four of whom hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday during term time only. Sessions are from 9am until 1pm on Monday, Wednesday and Friday, and from 9am until 3pm on Tuesday and Thursday. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

