

Inspection of Tree Tops Montessori Nursery

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

Inspection date: 9 June 2021

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Deployment of staff for short periods between 8am and 9am is not robust enough. Consequently, a few of the babies do not always receive the immediate care and the support they need, in order to happily settle. That said, as soon as the senior team initiate changes to staff deployment, all children's needs are well met throughout the day and the quality of learning is maintained.

Toddlers and older children are energetic on arrival. They immediately explore the broad range of the activities on offer, both indoors and outside, and they swiftly become engrossed in their chosen learning. Children's development across the seven areas of learning is good. Staff support children's learning effectively through the educational philosophy of Montessori.

Older children learn the skills to independently select their own resources from a shelf on display and return them afterwards. They understand many of the tasks associated with specific resources, and they confidently seek staff's help when the challenge becomes too great for them to manage alone.

Children's independent learning is supported effectively by staff who enthusiastically intervene when they observe an opportunity to extend children's learning even further. Staff know exactly when to withdraw for children to resume their independent learning.

Toddlers' early writing skills are beginning to develop. They explore materials, such as spray foam, and are encouraged to make marks, shapes and patterns.

What does the early years setting do well and what does it need to do better?

- Organisation of the provision requires improvement in relation to the deployment of staff. This is specifically around the opening times in the morning so that babies acquire the full support and care from staff to settle into the day ahead.
- The operational manager and her team have a positive attitude towards continuous improvements and are receptive to new ideas. They acknowledge that there are some aspects within the provision that would benefit from improvements. Management does not hesitate in implementing their staff disciplinary procedures in the event of a member of staff not fully upholding their individual duties.
- Improvements have been made since the last inspection. Staff fully utilise opportunities to extend children's critical thinking skills by asking them open-ended questions. For example, staff ask children 'what is a female?' and 'why do we not sit on our knees during group time?' Children are confident and articulate

in their responses; they explain 'if we sit on knees, our friends can't see'.

- Inclusion overall is promoted effectively by the management team and staff. Children have opportunities to learn about our wider world through a range of cultural celebrations. Displays and resources represent positive images of most families. However, resources in some areas of the environment do not fully acknowledge all similarities and differences.
- Staff who care for children with special educational needs and/or disabilities do so with love and warmth. These staff are clearly passionate about the job they do. In consultation with parents, management use available funding effectively to specifically support the children's and their family's needs.
- Staff support children's language and communication skills very effectively. Staff extend their growing range of vocabulary and the meaning of words, such as repel, attract and metamorphosis. All levels of management and staff work well as a team. All staff show high levels of respect for one another and are extremely courteous. Line managers support staff's well-being and mental health effectively. Staff working directly with the children express that matters affecting their mental health and well-being are sensitively managed.
- Children also learn how to respect one another and to be kind. Staff help them to understand how to take care of our environment and the natural world. Children receive frequent reminders about how to be gentle and to care for living things, such as tadpoles, frogs and butterfly eggs.
- Children fully enjoy the good-quality food provided; their nutritional needs are well supported. Children keenly tuck into snacks, such as raisins, grapes and blueberry rice cakes. Staff encourage the children to eat cheese at the end of snack time to clean their teeth.

Safeguarding

The arrangements for safeguarding are effective.

There is a breach in requirements regarding deployment of staff. However, children are safeguarded. Arrangements are in place to ensure staff keep their knowledge on child protection up to date. Staff have suitable knowledge of the signs and indicators of abuse and of neglect. Staff understand that they must always be vigilant and that they have a duty to prevent children being drawn into situations that put them at risk. Procedures for recruitment and selection of staff meet requirements. Additional checks are made to ensure persons collecting children at the end of the nursery day are authorised by the children's parents to do so.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date

ensure that staff are deployed effectively at all times to provide the support and care that babies need to settle on arrival.	21/06/2021
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To further improve the quality of the early years provision, the provider should:

- support children's understanding of their similarities and differences even further.

Setting details

Unique reference number	EY309169
Local authority	Warwickshire
Inspection number	10197221
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 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
Telephone number	01926 888050
Date of previous inspection	13 September 2018

Information about this early years setting

Tree Tops Montessori Nursery registered in 2005. The nursery employs 23 members of childcare staff. Of these, 19 are qualified at level 2 to level 6. The nursery opens from Monday to Friday, all year, except for bank holidays and for a week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Lapworth

Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 pandemic. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting'
- The inspector had a tour of the nursery and completed a learning walk with the operational manager and the deputy manager. They described how the environment and the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the operational manager. She looked at relevant documentation, such as the evidence of the suitability of staff working in the setting.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

We carried out this inspection 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.

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