

# Inspection of Tree Tops Montessori Nursery

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

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Inspection date: 14 January 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are eager to learn as they arrive at nursery. They make choices about their learning in the highly organised environment, which helps them to engage quickly in their play. Younger children develop their problem-solving skills as they test how to fit wooden oranges inside different objects. They skilfully balance these on egg cups and carefully transport them from the role-play area to a table. Two- and three-year-old children show high levels of concentration as they explore play dough. They practise their fine motor skills as they manipulate the dough to make different facial features. Older children develop an understanding of their emotions as they sing songs and share stories with staff that encourage them to talk about their feelings.

Children demonstrate a strong understanding of the high expectations staff have of them. Older children independently put on their own coats when they want to play outdoors. At mealtimes, they confidently serve their own food onto their plates and use cutlery correctly. Children take great care of their learning environment and show high levels of respect for their books and toys. When they finish playing with something, they put it back in its place before moving on to the next activity.

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

- Leaders and managers have designed a well-sequenced curriculum that helps children build on their knowledge and skills over time. Staff share their vision as they successfully implement this by providing children with learning opportunities to support their development. As a result, children become well prepared for the next stage in their learning.
- Staff assess children's development regularly and gather information from parents about their learning at home. They use this information to identify what they want children to learn next. However, at times, staff do not make the best use of all information they have to precisely identify how to extend and stretch children's learning even further.
- Staff demonstrate a strong focus on supporting children's communication and language development. They consistently interact with children and hold two-way conversations. Staff model clear and fluent language and introduce new vocabulary. This helps to support children to become confident in communicating with others.
- Children behave well throughout the nursery. They are kind and courteous towards their peers. Children share resources and enjoy working alongside each other. This helps them to develop good relationships with others.
- The nursery provides good support for children with special educational needs and/or disabilities. Staff use their assessments to identify gaps in children's learning. They liaise with managers to provide support for children to help close

these gaps, and seek support for children from other professionals in a timely manner. This helps all children make good progress in their learning.

- Children are supported to lead a healthy lifestyle. They make choices about when they want to go outdoors, and regularly access fresh air and exercise. The nursery provides children with a varied range of nutritional meals and snacks, and children choose what they want to eat and drink.
- Parents speak highly about the nursery. They welcome the information they receive from staff about their child's day. Parents comment positively about the noticeable progress in their child's learning and development since attending.
- The management team use self-evaluation effectively and demonstrate commitment to continuous improvement. They have reflected on the impact of changes they have made during the COVID-19 pandemic and have identified areas for further improvement. Managers enthusiastically talk about their plans for enhancing the already strong outdoor provision and parent partnerships to further develop the experiences for children.
- Managers have recently reviewed the arrangements for the supervision of staff. They have implemented a more frequent system for meeting with staff and monitoring their practice. However, managers have not yet identified all training and professional development opportunities for staff to raise the quality of teaching consistently to the highest level.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff and managers complete regular child protection training. They have up-to-date knowledge of safeguarding issues. Staff can identify signs and symptoms that could indicate a child is at risk of abuse. They know the procedures to follow to report concerns they may have about children, including to other agencies. Managers follow a robust process to check the suitability of staff working with children. Staff and managers use risk assessment effectively to minimise risks to children's safety and ensure that the premises remain secure. Staff deploy themselves well, so that children are closely supervised at all times.

## **What does the setting need to do to improve?**

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

- enhance the arrangements for the supervision of staff and monitoring of teaching to identify training and professional development opportunities that help raise the quality of teaching consistently to the highest level
- help staff to use all information that they know about children to precisely identify how to extend and stretch their learning even further.

## Setting details

<b>Unique reference number</b>	EY309169
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10218142
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	69
<b>Number of children on roll</b>	116
<b>Name of registered person</b>	Treetops Montessori Nursery Ltd
<b>Registered person unique reference number</b>	RP525629
<b>Telephone number</b>	01926 888050
<b>Date of previous inspection</b>	9 June 2021

## Information about this early years setting

Tree Tops Montessori Nursery registered in 2005 and is located in Leamington Spa. The nursery opens Monday to Friday, from 8am until 6pm, all year round. There are 17 members of childcare staff employed. Of these, 13 hold relevant qualifications at level 2 or above, including one who holds qualified teacher status. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lisa Bennett

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation.
- The manager and inspector completed a learning walk to gather information about how the provision and curriculum are organised.
- The manager and inspector carried out a joint observation to evaluate the impact of teaching on children's learning.
- Parents spoke to the inspector and shared their views of the setting.
- The inspector observed the quality of teaching, indoors and outdoors, to assess the impact of this on children's learning.
- The inspector held a meeting with the manager and operations director, and looked at relevant documentation and evidence of staff suitability.

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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