

# Inspection of Pear Tree Day Nursery

Pear Tree Day Nursery, 14 Winchester Street, Farnborough, Hampshire GU14 6AW

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Inspection date: 3 August 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children settle quickly when they join the nursery. They are very happy in the care of staff and build good relationships with them. Older children are confident to ask staff for help and babies enjoy cuddles. Children are well behaved and follow the routines well. They show respect for each other, listening to their friends and responding appropriately.

Staff encourage children to explore their interests and express their views. For example, children on the climbing course decide to fly like aeroplanes by jumping onto a beanbag. They show excitement and pride as they land. Children show trust in staff and take appropriate risks with their encouragement. Children enjoy being outside in the garden. They access a range of activities, including those which promote different physical skills. For example, tipping and pouring with water.

Children develop good levels of independence from a young age, which is sequenced to later learning. For example, babies explore rice, bowls and spoons. This supports babies to develop the physical skills needed for using cutlery and feeding themselves. Older children extend this skill, such as by serving themselves at mealtimes.

Staff promote children's learning securely. They engage with children enthusiastically and provide encouragement and praise. This helps children make good progress. Staff meet children's individual needs effectively. They adapt the environment to enable all children to access resources and learn new skills.

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

- The nursery is led and managed effectively. The manager acknowledges the strengths of practice and identifies clear areas for development. Leaders are passionate about early years. The staff team shares the same values, which helps to provide an effective and inclusive curriculum. There is a positive and respectful culture across the staff team. Staff are motivated and enjoy their work. They have access to professional development opportunities to develop their skills and practice. Leaders are aware of staffing pressures and make a conscious effort to boost team morale and make staff feel valued.
- The nursery's key-person approach is effective. Staff work closely with parents to support children and share information. Staff allow time for children to settle when they first start and carefully consider their key person. This enables secure attachments to be formed and supports children's emotional well-being.
- Leaders and staff promote children's good health and generally develop their awareness of healthy lifestyles well. For example, children learn to wash their hands before mealtimes and regularly spend time outside in the fresh air.

Occasionally, staff do not fully extend children's awareness of healthy eating to help build on their understanding of the importance of healthy lifestyles. Staff support children's care needs with sensitivity, such as during nappy changes, which are warm and caring.

- Staff are very welcoming and greet children with smiles on their arrival. This helps children feel comfortable to play and have fun from the start. Staff use positive language and reassurance to build children's self-esteem. They get down to the children's level and support their learning with enthusiasm. Overall, staff have a good understanding of child development. They know how to support children's learning, with a clear emphasis on teaching the essential skills needed for their progress over time. At times, staff do not fully consider further ways to introduce new language into play and conversations with children.
- Staff create a calm and inviting environment. Children explore easily accessible and interesting resources which capture their curiosity. Older children confidently talk to each other and are inspired by their friends. They ask each other questions and positively observe each other's achievements. For example, a child asked with interest about their friend's drawing.
- Children who need extra help in their learning and development receive good support. Staff understand children's individual needs and skilfully monitor these children. They liaise with outside professionals. This helps them implement professional advice and guidance to support and meet children's specific needs.
- Parents speak very highly of the nursery. Staff build strong relationships with parents. Parents enjoy receiving daily feedback from their child's key person. Parents describe the nursery as a 'nurturing environment' and feel their children's needs are met effectively.

## Safeguarding

The arrangements for safeguarding are effective.

Staff understand the importance of safeguarding and their role in protecting children. They are aware of signs and symptoms relating to abuse and other safeguarding issues. Staff show a good understanding of the procedures to follow if they are concerned about a child's welfare. They keep their safeguarding knowledge up to date, for example, through completing training and taking part in regular quizzes. Staff carry out daily risk assessments of the environment to promote the safety of children. Leaders understand their responsibilities to check staff's suitability to work with children. New staff have an effective induction process to help them clearly understand their roles and responsibilities.

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

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

- build on staff's awareness of extending children's language to support their

learning even further

- reflect on ways to extend children's understanding of healthy lifestyles further, including through staff interactions and consistently healthy food and drink options.

## Setting details

<b>Unique reference number</b>	EY361458
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10235140
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Pear Tree Day Nursery (Farnborough) Limited
<b>Registered person unique reference number</b>	RP517902
<b>Telephone number</b>	01252 523029
<b>Date of previous inspection</b>	6 March 2017

## Information about this early years setting

Pear Tree Day Nursery is one of a group of settings privately owned by the same provider. It registered under its current ownership in 2007. The nursery operates from a private house in Farnborough, Hampshire. It receives funding for the provision of free early education for children aged two, three and four. The nursery is open from Monday to Friday, 8am until 6pm, for 51 weeks a year. There are nine members of staff working directly with the children. Of these, seven staff members are qualified from level 2 to 6.

## Information about this inspection

**Inspector**  
Kelly Parker

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The nursery manager and inspector completed a learning walk together of all areas of the nursery and the manager discussed the curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and nursery manager about the leadership and management of the setting, and spoke with the special educational needs coordinator about how they support children with special educational needs and/or disabilities.
- The inspector carried out a joint observation of a physical development activity with the nursery manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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