

Inspection of Cherry Tree Montessori Pre-School

Linton Village Hall, Linton Lane, Linton, Wetherby LS22 4HL

Inspection date: 29 September 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Children thrive in this nurturing pre-school. They become confident and inquisitive learners. The experienced and dedicated staff team provides highly effective teaching. This helps all children to make progress from their starting points in development. The learning environment is very stimulating, indoors and outdoors. Children often become engrossed in the interesting activities available. There is a wonderfully calm and purposeful atmosphere as children play. They concentrate as they use keys to try to open the lock on a wooden vehicle. With encouragement from staff, children persevere as they try to match lids to different containers. Outside, staff show children how to use tools, such as pliers and screwdrivers.

Staff make sure that books, stories and songs play an important part in children's learning. Children are enthralled as the manager skilfully retells a favourite story. Staff support children to choose books to take home every day. They introduce children to early mathematical skills through rhymes and songs. Children behave very well. Staff adopt a consistent approach when children occasionally forget how to share and take turns. This means that children learn how to resolve minor conflicts themselves. Children beam with pride when they are praised for good teamwork at tidy-up time. Staff speak to children with kindness and respect. This helps to promote their self-esteem.

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

- The manager and staff are passionate about providing children with high-quality learning experiences. They know all children extremely well. Staff take time to observe and get to know children who are new starters. This means that children's interests and next steps in learning are identified quickly. Staff then plan interesting and varied opportunities for children to develop and practise new skills.
- Staff carefully consider the curriculum to ensure that children are being equipped with the knowledge and skills to help them in their future learning. The manager recognises the impact the COVID-19 pandemic has had on children's personal and social development. Staff help quieter and less-confident children to join others in their play. They also introduce children to different types of play so they can use these ideas themselves. Staff use effective questioning to help to promote children's thinking skills. For example, when children notice a scooter rolling away, staff ask them why this might be happening.
- Staff place a great deal of emphasis on developing children's communication and language skills. They introduce children to a wealth of new vocabulary as they play. Staff sit with children as they eat their lunch and engage in conversations with them. Children are given time to respond to questions, and their responses are valued. They also learn how to listen to the views of others.

- Support for children with special educational needs and/or disabilities (SEND) is very effective. The manager is prompt to identify children who may benefit from some additional interventions. She ensures that there is regular communication with parents, so they are aware of the strategies being used within the pre-school. Strong partnerships with other professionals, such as speech and language therapists, also help children with SEND to make good progress.
- Children quickly become familiar with the daily routine. On arrival, they hang up their own coats and put their lunchboxes away. Staff arrange resources to encourage children to make independent choices in their play. However, at times, staff do not give older children opportunities to further their independence skills. For example, although children pour their own milk or water, staff set the table and prepare the snack rather than giving older children the opportunity to do this for themselves.
- Staff promote children's good health very effectively. Children benefit from plenty of fresh air and exercise. Staff provide fresh fruit at snack time and remind children to stay hydrated. Staff help children to understand how to reduce the spread of germs. This helps children to remember when they must wash their hands.
- Parents are highly appreciative of the support and care that their children receive. They recognise the strong bonds their children form with staff. Staff have effective systems of communication in place, helping parents to know how to support their children's learning and development at home.
- The manager recognises that staff are the pre-school's most valuable resource. They form a strong and cohesive team. All staff are highly reflective practitioners and have access to high-quality professional development opportunities.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is given the highest priority. Children are supervised vigilantly, and the premises are safe and secure. Staff update their safeguarding knowledge regularly. There are clear policies and procedures in place. Staff have a very secure knowledge and understanding of the signs that could indicate a child is at risk of harm. They know how to refer any child protection concerns to relevant agencies. Staff also know what to do if there is an allegation against a member of staff. The manager ensures that safer recruitment practices are followed. She also carries out checks to ensure that staff remain suitable to work with children.

What does the setting need to do to improve?

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

- consider how to give older children even more opportunities to develop their independence, especially at snack time.

Setting details

Unique reference number	2672197
Local authority	Leeds
Inspection number	10307296
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	28
Name of registered person	Naylor, Denise
Registered person unique reference number	2672198
Telephone number	01937 586227
Date of previous inspection	Not applicable

Information about this early years setting

Cherry Tree Montessori Pre-School re-registered in 2022 and is situated in Linton, near Wetherby. It follows the Montessori ethos. The pre-school operates during term time, from 8am to 3pm on Monday to Thursday and from 8am to 1pm on Friday. It employs four members of staff. Of these, one has qualified teacher status and three hold early years qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Batchelor

Inspection activities

- This was the first routine inspection the pre-school 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 pre-school.
- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Children communicated with the inspector throughout the inspection.
- The inspector talked to staff at appropriate times during the day and took account of their views.
- Parents shared their views of the pre-school with the inspector.
- The manager provided the inspector with a sample of key documentation on request.

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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