

Inspection of Pear Tree Nursery

Chapel Street, Bignall End, Stoke-on-Trent, Staffordshire ST7 8QD

Inspection date: 12 February 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Leaders' and staffs' expert knowledge of child development and how young children learn ensures that all children make exceptional progress from their starting points. Staff use every opportunity during the day to enhance children's knowledge and skills. At snack time, two-year-old children discuss the shapes, colours and textures of the fruit they select. Pre-school children enjoy tasting new food and ask thought provoking questions, such as how a spring roll is made. They consider how a large carrot can fit into the small cylindrical parcel.

Children behave exceptionally well. Through staffs' skilful interactions and encouragement, pre-school children learn to manage their feelings and resolve conflict. Two-year-old children learn quickly what staff expect from them and embrace the daily routines. They have secure bonds with staff and show they are emotionally ready to learn.

Leaders and staff provide children with an extensive range of enriching learning experiences. This ensures that each child gains the skills they need in readiness for the next stage of their learning and school. Children gain confidence in a range of social situations. For example, leaders link with the local community to support children's understanding of health, local travel, local amenities including the church, care homes, schools and theatre.

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

- Leaders are inspirational and fully committed to continual improvement. They monitor the service they provide meticulously. This includes reviewing the quality of teaching and providing staff with bespoke training and support. Leaders provide apprentices with a learning mentor to complement their studies and develop their practice. This all ensures that staff across the nursery provide children with the highest quality of teaching, care and support.
- Parent partnerships is a real strength of the nursery. Leaders value the relationship they have with the children's parents and include them fully in every aspect of their child's development. Parents explain how the staff provide early interventions for their children to support them towards each development milestone and ensure any learning delays are swiftly addressed. Staff work closely with parents as two-year-old children transition from the baby department at the sister nursery.
- The provider's curriculum is designed to precisely meet the needs of the children and build on their knowledge and skills. For example, they focus on helping two-year-old children to strengthen their mouth muscles for speaking and support clear pronunciation. This leads onto using more complex sentences and vocabulary extension in the pre-school room.

- Staff implement the curriculum expertly and children receive continuous extension to their learning. Two-year-old children listen to the sounds as a balloon is blown up and then released. Pre-school children consider why the untied balloon zooms up and then down, while a tied balloon floats down.
- Although each child benefits from a dedicated key person, all staff in each room know precisely where each child is in their development. This helps staff to interact with children on an individual basis during their chosen play. As a result, staff expertly weave in opportunities to build on what children already know.
- In recognition of the continued impact of the pandemic, staff focus on helping children to develop their communication skills. Leaders have provided staff with additional training to meet children's current language needs. Children engage in daily interventions in small groups and one-to-one support.
- Staff follow children's interests which ensures they are highly engaged in their play experiences. For example, children learn about celebrations that are meaningful to them and their friends. Children develop a strong understanding of the world they live in and their local community.
- Staff enhance the learning environment with resources that represent children's current fascinations. They ensure that the resources are readily available so that children can use these in their play to practise what they have learnt, such as in literacy and mathematics. Leaders use additional funding to ensure that it precisely benefits the needs of the children it is intended for.
- Children develop excellent social skills and play harmoniously together. Pre-school children sustain their interest for extended periods of time on projects that are important to them. For example, they access the vast selection of construction equipment to create buildings and then small towns. They add records and cylindrical containers to represent structures then create road systems around these. Outdoors, children give meaning to the chalked marks they have made on the floor then work together to wash these away.
- Leaders ensure that promoting children's health forms a key part of the curriculum and their partnership working with parents. Children learn about hygiene routines, making healthy choices and enjoy the nutritious food.
- Leaders and staff ensure that children are safeguarded. They complete rigorous risk assessment to ensure that children can play safely. All staff are well trained in safeguarding measures so they can be alert to any signs or symptoms that a child is at risk or their families are in need of support. They know the action they should take to report concerns including about the conduct of a colleague. Leaders review their policies and procedures regularly and look at how these can be improved. For example, when children have a head bump, leaders have introduced a wrist band identification system so that all staff and children's parents are aware that the child needs close monitoring.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY545803
Local authority	Staffordshire
Inspection number	10317442
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	2 to 4
Total number of places	36
Number of children on roll	63
Name of registered person	Johnson, Jayne Elizabeth Mary
Registered person unique reference number	RP545802
Telephone number	01782720111
Date of previous inspection	3 May 2018

Information about this early years setting

Pear Tree Nursery was registered in 2017 and is located in Stoke-on-Trent. The nursery employs 16 members of childcare staff, of these 13 hold appropriate early years qualifications at level 2 and above, including four at level 6. The nursery is open from 7.30am to 6pm Monday to Friday, all year round except for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anne Dyoss

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The provider, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children interacted with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the manager and the provider.
- Parents shared their views of the setting with the inspector.
- 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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