

Cherry Tree Montessori Nursery

Cherry Tree Montessori, 1 High Street, Ashley Heath, RINGWOOD, Hampshire, BH24 2HP

Inspection date	03/02/2014
Previous inspection date	02/10/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff promote children's all round development well through skilful teaching and a wide range of activities.
- Children become motivated and independent learners because staff encourage children to make choices, manage tasks for themselves and feel confident in their own abilities.
- Staff have a clear understanding of their roles and responsibilities, which helps ensure children are safe, secure and well cared for.
- Management and staff develop strong relationships with children and their families, which has a positive impact on children's emotional well being and how settled they are in the nursery.

It is not yet outstanding because

- Staff do not always share children's progress records with all parents so that they can work effectively together to fully support learning at home and in the nursery.
- Staff provide resources to support children's creativity, however, it is not always easy for all children to find the resources to use them independently indoors and outdoors.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector spoke with parents, management, staff and children at appropriate times throughout the inspection.
- The inspector sampled children's learning journals, planning documentation and a selection of policies and procedures and children's records.
- The inspector reviewed and discussed self-evaluation processes, letters from parents and reports from the local authority.

Inspector

Marilyn Joy

Full report

Information about the setting

Cherry Tree Montessori Nursery was first registered in 1990. It has been registered under its current private owner since 2009. It operates from premises in Ashley Heath, near Ringwood, Hampshire. The premises are in a converted shop unit with two playrooms on the ground floor and a dedicated playroom for younger children on the first floor. Toilet facilities are situated on the ground floor, with additional nappy changing facilities on the first floor. There is a large garden for outdoor play. The nursery opens Monday to Friday, from 8am until 6pm, all year round. The nursery serves children from the local community and wider area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 24 children on roll, all of whom are in the early years age group. The nursery is in receipt of government funding for free early education for two-, three- and four-year-olds. The nursery supports children who have special educational needs and/or disabilities and those who learn English as an additional language. There are six members of staff who work with the children, including the owner/manager. There is one member of staff with Early Years Professional Status; one with Qualified Teacher Status; one member of staff with a qualification at level 5; two staff with early years qualifications at level 4 and one member of staff with a qualification at level 3.

What the setting needs to do to improve further

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

- extend arrangements for sharing children's progress records with parents so they are all fully involved with supporting learning at home and in the nursery

- review the presentation and availability of resources to fully support children's interests, creativity and imaginations indoors and outdoors.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are motivated and interested learners. They benefit from experienced and skilful staff who plan interesting topics and teach them well. Consequently, children make good progress in their learning. Children experience a broad range of challenging activities that help them to understand the world around them. Children find out about living things and how to care for them. For example, they grow plants in the garden and thoroughly enjoy looking after the guinea pigs. Children help to create a dragon for Chinese New Year and

find out about the year of the horse. They design and make rockets when learning about space and the planets. Staff value children's work and display their models around the playrooms. This boosts children's self-esteem and appreciation of one another's work. Children experiment with objects that float and sink. They examine ice as it melts and the change from water to ice when making lollies. Children demonstrate that they listen when eagerly telling staff that they make lollies by putting them in the freezer. Children concentrate well and become absorbed in what they are doing.

Staff combine the Montessori ethos with the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage because they have a good understanding of how children learn. They regularly observe children and monitor their achievements. This helps staff to plan activities to support the children. Staff know children extremely well and speak confidently about their levels of development and what interests them. Staff gather information from parents about children's existing skills and activities at home, when children first attend, so they are fully aware of their capabilities. This helps them provide effective support from the outset. Staff create informative records of the progress children make and these are generally made available for parents to view. This helps parents understand how they can work effectively with staff to fully support children's learning at home and in the nursery. Staff provide parents with song sheets so they can recognise the songs children are learning and join in at home.

Staff complete the required progress checks for children when they are aged between two and three years and share these with parents. Staff recognise when children need additional support to help them reach expected levels of development. They liaise closely with parents and other professionals at these times so that children receive the help they need.

Staff routinely promote children's communication and mathematical skills as they play. Staff speak clearly, which helps children understand meaning and pronunciation. Staff use open questions which encourage children to think and solve problems for themselves. Children explore mathematics practically, which helps them understand what they are doing. They count objects that are graduated in size, which helps them understand that two is smaller than eight. They explore shapes when making puzzles and during construction activities. They work out which shapes fit together and that it is difficult for a big cube to balance on a small cube. Staff talk patiently to children as they explore and provide them with the language to describe their activities. Children become aware that words have meaning and learn to recognise their names in writing. Some make a good attempt at writing their name and enthusiastically find some paper so they can write and draw. Children sit in the book area together and share books. They point to the pictures and chatter to one another. Children are confident and independent. They use the props they find to support their imaginations and develop their own storylines. For example, several children join together for a tea party and use carpet mats for blankets. Overall, staff create an environment where children flourish and are well prepared for the next stage in their learning.

The contribution of the early years provision to the well-being of children

Children are very settled and secure at the nursery. They arrive confidently and choose what they want to do. Staff are prepared for children's arrival and ready to comfort children who may need additional help with settling. Parents comment on how supportive staff are and how quickly their children settled into the nursery routine. Each child is allocated a key person, and a 'buddy' key person, whose responsibility it is to liaise with parents, promote children's learning and development and get to know them well. This means that, even though some staff work part time, each child has a dedicated person present each day. This helps ensure children's individual needs are effectively responded to and children feel reassured by someone who knows them well.

Children develop good independence skills and behave well in the nursery. This is a clear focus of the Montessori ethos and staff promote these skills easily in a calm and caring manner. Most resources are set out on open shelving so that children can see them and help themselves. Staff demonstrate Montessori tasks to their key children on an individual basis. This helps make sure children know what to do and they respond well to this support. For example, they place a mat on the floor and choose the activity they want to complete. A younger child builds a tower of pink blocks and, although he does not achieve the correct order so that they are graduated by size, staff praise his achievement so far. Staff make sure other children do not disrupt him and knock the tower over. This is done calmly with good explanation, which helps children learn to be kind and show respect to others. Children soon learn to share and take turns because of the good support they receive. In addition, staff easily incorporate staying safe into children's activities, whether this is participating in the fire drill or learning to tidy toys away so that others do not fall over them.

The garden is currently being developed in order to broaden children's experiences in the fresh air. There is space for an outdoor classroom and there are plans to cover this so that it can be used more easily all year round. Overall there is a good range of resources to support children's all round development. However, some resources to fully extend children's learning are not always easily accessible or visible to the children, particularly the younger ones. For example, staff do not always set out chalks, brushes or charts in the garden for children to use them in their play. Likewise, dressing-up clothes are in a box and therefore not easily available to the children. Children experiment with lots of exciting crafts and develop their own creations. However, this is mainly as part of planned activities rather than impromptu play.

Children experience a healthy lifestyle in the nursery. They play in the garden daily, go for local walks and participate in a variety of physical activities such as Pilates classes and music and movement. Children practice manoeuvring wheeled toys outdoors and gain increasing control over their fingers as they handle different tools and materials. For example, children carefully spoon grapes onto their plates at snack time. Healthy foods are provided at lunch and snack times and individual dietary requirements are respected. Children develop good hygiene habits, such as hand washing, because these are promoted well. Children benefit from the good support they receive from staff. This helps them gain confidence and the skills they need in preparation for the move to school.

The effectiveness of the leadership and management of the early years provision

Management and staff provide a safe and secure environment where children's welfare is given paramount consideration and children are supported to make good progress in their learning and development. The inspection was brought forward due to concerns received by Ofsted about the nursery, in particular, concerns about safeguarding children. The inspection found that the management and staff have a secure understanding of their role and responsibilities with regard to keeping children safe. They understand effective safeguarding procedures and are fully aware of the importance of notifying Ofsted and other agencies of child protection concerns. Consequently, effective action can be taken to safeguard children and protect them from harm. Management and staff implement effective policies with regard to safeguarding children. For example, they make sure there are always two members of staff present when providing personal care for children, such as changing nappies and for toileting routines. Management and staff attend child protection training, which helps ensure they remain up to date with current guidance. Issues are also discussed at staff meetings and written procedures are kept up to date. This all contributes towards keeping children safe.

Management and staff complete regular risk assessments and daily checks of the premises. The external doors and gates are secured so they cannot be opened by children. Staff are vigilant in their supervision of children to help to keep children safe. Staff follow clear procedures for dealing with accidents, administering medication and responding to children's health requirements. All the required documentation is in place and maintained appropriately. Children's record forms, as well as discussions with parents, provide staff with the information they require to meet children's individual needs.

Management liaise closely with the local authority and implement an effective action plan to help ensure all requirements are appropriately met and that practice is continually improved. Management and staff have made clear progress with addressing the actions and recommendations raised at the last inspection. The consistency of the key person system is improved with the introduction of a buddy system. This means there is always a key person parents can speak with and a dedicated person to focus on their child's individual needs. Management have addressed the priorities in their development plan and are now ready to focus their attention on enhancing specific areas of their provision. For example, they have plans for the garden and further training for staff.

Management follow robust recruitment procedures to help ensure staff are suitable to work with children. Staff complete a thorough induction to ensure they understand their roles and responsibilities. Overall, management supports the professional development of staff through regular supervision, appraisal and monitoring of their practice. Management and staff work together to monitor children's progress and consider the effectiveness of the activities and experiences they provide. Children achieve well because staff are keen to provide them with exciting and challenging activities that engage their interest.

Parents are extremely happy with the care their children receive at the nursery. They comment on how settled their children are, how much they like attending and the good

progress they are making. Most parents feel well informed because they receive plenty of information through regular newsletters and discussions with staff. Parents have some opportunities to view their children's progress records and add their contributions. However, not all parents are made fully aware of this. Consequently, some parents do not feel fully involved with supporting their child's learning. Management and staff work closely with other agencies and professionals, such as speech therapists, to improve practice and support individual children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY395931
Local authority	Hampshire
Inspection number	949597
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	24
Name of provider	Chrysoulla Anne Needham
Date of previous inspection	02/10/2013
Telephone number	01425477400

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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