

Inspection of Apple Tree Montessori Nursery School

22 Connaught Road, Brighton, East Sussex BN3 3WB

Inspection date: 28 April 2023

Overall effectiveness	Good
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 are warmly greeted at this inclusive and happy setting. They immediately settle to join in with a welcome song, waiting for their friends. They play well together, taking turns and sharing when doing a jigsaw together. Adults plan a challenging curriculum, encouraging children to recall different places in Europe. Children talk proudly about where they come from, finding the places together on a map. Older children help younger children to join in when exploring coloured rice together. Children show high levels of concentration when using tweezers to pick up different coloured items. They remain intently focused and motivated.

Children benefit from a well-planned environment which supports their learning and development. Adults effectively match activities to what children need to learn next. They have high expectations for children and children make good progress. Children are encouraged to be independent, proudly helping tidy up and washing their hands when it is lunchtime. They are frequently praised by adults and demonstrate high levels of self-esteem and confidence. Adults are attentive and caring. They support children to settle in well, for example, by learning words in their home language. Adults frequently sing rhymes and songs with children, which they delight in joining in with.

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

- Adults are enthusiastic and positive. They support each other very well. They talk highly of each other and the opportunities they have to develop their own practice and knowledge. They appreciate the opportunities to work with other colleagues in the wider organisation. Adults talk of the rewards they receive from leaders and managers. They say they really enjoy working at the setting together.
- Adults are kind and attentive in their approach. Children respond very well to them, having frequent cuddles and receiving smiles. They delight in sharing with adults what they can do, such as their number knowledge when counting. Adults are good role models. They demonstrate positive behaviours and interactions with children. Children's emotional well-being is promoted well and children are confident and articulate learners.
- Adults know the families of their key children well. They are respectful of their cultures and home languages. Adults are multicultural, speaking a vast range of languages themselves to help children to communicate. They have learned words in other languages to help children to settle in. Children's needs and interests are used to plan motivating activities that encourage their concentration and perseverance skills.
- Parents speak very highly of the emotional and practical support they receive from adults. They say that they couldn't do without them. They talk of the good

progress their children have made in their speech and with social skills. They say they receive regular updates about how their children are doing. Parents travel significant distances to ensure that their children can attend. They say adults go above and beyond for them and their children. However, opportunities for parents to contribute more fully to their child's learning and development are not yet fully in place.

- Leaders and managers have ambitious plans for the future. They are positive and proactive in their approach. They are committed to providing good quality education and care. They seek support and advice from the local authority to support practice and provision. However, links with other providers and local schools are less well developed, to fully support consistent and smooth transitions between settings.
- Children benefit from a wide range of opportunities and activities that support their thinking and learning. They concentrate for long periods and are highly motivated and focused. They spend a long time persevering with activities for fine motor skills. Adults extend and challenge them, posing questions and teaching them new skills.
- Children know the routines well. They immediately settle to activities to work together. For example, they choose from a range of activities matched to their needs and interests. They quickly settle down to explore them. When it is snack time, they help each other to tidy up straightaway.
- Adults encourage children to be independent. Babies confidently feed themselves, and older children go to the toilet independently. Adults celebrate children's achievements, for example, when they complete tasks and try their best. Children are highly motivated and engaged in their learning.

Safeguarding

The arrangements for safeguarding are effective.

Adults know what to do if they are concerned about children. They are able to explain the signs and symptoms of abuse. They confidently explain the processes if they have concerns about a colleague. They have regular opportunities to develop their safeguarding knowledge, and this has been successfully prioritised by leaders and managers. Adults encourage children to keep themselves safe. They know where to go for advice and support. Leaders and managers take their responsibilities seriously. They have effective systems in place for the recruitment and vetting of staff and checking ongoing suitability. The setting is safe and secure.

What does the setting need to do to improve?

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

- strengthen links with schools and other providers to ensure smooth transitions into the next stage of learning

- provide further opportunities for parents to contribute to and be fully part of their children's learning.

Setting details

Unique reference number	2635566
Local authority	Brighton and Hove
Inspection number	10281517
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	0 to 5
Total number of places	45
Number of children on roll	55
Name of registered person	Childcare 360 Limited
Registered person unique reference number	RP547517
Telephone number	01273 271969
Date of previous inspection	Not applicable

Information about this early years setting

Apple Tree Montessori Nursery School registered in April 2021. It is based in Hove, East Sussex. It is part of a group of five other settings. It operates from 8am until 6pm, everyday, all year round. The nursery is in receipt of funding for the provision of early education for children aged two, three and four years. It employs eleven members of staff, eight of whom hold a relevant childcare qualification. The nursery offers a Montessori approach to early education.

Information about this inspection

Inspector

Victoria Salisbury

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to adults at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- The inspector observed the interactions between adults and children.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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