

Inspection of Pear Tree Nursery And Pre-School

The Horsa Block, Simons Road, Sherborne DT9 4DN

Inspection date: 13 September 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

Children thrive in this loving, inclusive setting. They know this is a safe place where staff love and cherish them. They feel valued and respected. This nurturing environment enables children to rapidly grow in confidence and self-belief. Staff warmly welcome children and quickly engage them in carefully considered activities that spark children's interest and promote the development of skills and knowledge they need to make exceptional progress. Children use tools and equipment with intense focus and accuracy, cutting and sticking model aeroplanes and ensuring they have 'two wings to fly'.

The provider plans a curriculum that prioritises developing children's communication and language and their emotional well-being. Staff engage babies well to sustain their attention. As staff read to them, babies keenly follow stories with their eyes and turn the pages as they go, which helps to develop early literacy skills. When younger children point to toys they would like to play with, staff model language well, such as saying 'these are stepping stones'. They support children to respond with increasing accuracy in their speech. When older children become restless, staff respond gently and help children learn to manage their emotions successfully and independently.

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

- The provider develops a comprehensive and ambitious curriculum that gives children a broad understanding of the world and meets children's individual needs. Staff structure learning activities to help children build skills and knowledge sequentially to connect and extend their learning. For example, staff introduce children to resources from left to right, laying the groundwork for later reading and writing from left to right. Younger children learn that the marks they make have meaning. Staff accurately teach older children the individual sounds within words, which supports them to hear and recall the sounds that make words. Children make exceptional progress from their starting points.
- The provider ensures that staff have effective support that continually develops their practice. This means that children receive the best possible care and education to help prepare them for later learning, including school. Staff are professional and know parents exceptionally well. They expertly engage them in their children's development, providing practical ideas and resources that they can use to support learning at home. Parents report that they value staff's support and willingness to listen.
- Staff are excellent role models of language. They play alongside children, engaging them in meaningful conversation and rich vocabulary. Staff challenge children to build models with increasing complexity, using wooden blocks to develop their fine motor and problem-solving skills. Children demonstrate strong

resilience and take risks with their work as they carefully balance beams across pillars, knowing they could fall at any moment. Staff use mathematical words to describe the shapes and comment on their models using positional language, such as saying, 'It's getting taller, you've put a block on top.' Children beam with delight as they count the blocks used in their models, developing their knowledge of number.

- Children's behaviour is exceptional. They demonstrate increasingly high levels of self-control. Children learn to regulate their emotions well. They make themselves comfortable with cushions in a dedicated space and independently use blankets and fidget toys to calm and relax themselves. Staff support children to talk about what they find challenging and help them successfully join in social activities with their friends.
- The provider implements a superb key-person system that supports children in forming secure, trusting relationships. Staff respectfully approach children's care needs. They do not rush children, and they give them plenty of time to get themselves ready. Young children show confidence and pride as they independently put their shoes away before selecting their wellies as they prepare to go outside.
- Children show that they love spending time outdoors. Children learn the rules to simple games and remember to take turns. For example, staff follow children's interest in hopscotch, drawing a grid on the floor and showing them how to play. Children listen carefully and continue to line up and take turns to jump and count without being directed by an adult, showing excellent self-control and cooperation.

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	EY540741
Local authority	Dorset
Inspection number	10351270
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	30
Number of children on roll	43
Name of registered person	Partridge, Julie
Registered person unique reference number	RP513033
Telephone number	01935 814837
Date of previous inspection	18 October 2018

Information about this early years setting

Pear Tree Nursery And Pre-School registered in 2016. It is located in Sherborne, Dorset. The nursery is open all year round, operating from Monday to Thursday from 7.45am to 5.45pm, and 7.45am to 4pm on Fridays. The nursery receives free early years education funding for children aged two, three and four years old. The nursery employs 11 members of staff who work with children. Of these, two staff members, including the manager, hold level 6 qualifications, six staff hold level 3 qualifications and one is qualified to level 2. Two unqualified staff members are working towards relevant qualifications.

Information about this inspection

Inspector

Jonathan Payne

Inspection activities

- The deputy manager, assistant manager and inspector completed a learning walk through all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 provided, indoors and outdoors, and assessed its impact on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the deputy manager.
- 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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