

Inspection of Holly Grange Montessori

36 OUGHTRINGTON LANE, LYMM, CHESHIRE WA13 0RA

Inspection date: 20 November 2019

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children are eager to be involved and develop extremely positive attitudes to their learning. The leadership team and staff have developed an inspiring curriculum. Children benefit from an extensive range of engaging and stimulating experiences which support their development. They delight in sharing news of their recent visit to a local farm where they helped to bring fresh vegetables back to the nursery.

Children develop phenomenal levels of independence from a young age. For example, they develop amazing self-care skills as they carry out small tasks for themselves. Children fill jugs of water from the tap to pour drinks for themselves and their friends. They continuously make choices in their play and staff follow children's interests when planning what activities to offer. Staff build on children's existing knowledge and skilfully extend their learning by introducing new concepts. Children develop a rich and varied vocabulary as they learn about animal families and animals that hibernate for the winter.

Children are exceptionally well behaved. They learn how to identify and manage their emotions. Staff are extremely positive role models. They gently encourage children to resolve any disagreements. Children talk to others about how they feel and show mutual respect for one another. Children demonstrate they feel safe at the nursery. Children enjoy yoga and mindfulness sessions which help to develop an awareness of their own well-being. If they are feeling sad or upset, these sessions help them to relax and think calmly about different emotions.

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

- Children explore the carefully organised indoor and outdoor areas with enthusiasm. High levels of challenge are provided through well-thought-out activities. Children build dens in the woodland area with sticks and leaves. They climb up steps, stretch between wooden benches and jump off tree stumps.
- Children learn about the natural environment and how to use the compost bin and water butt at different times. They have been involved in the planning and organisation of the allotment. Paintings of the vegetables that children wish to grow are displayed in the planting areas.
- Children learn and develop across a broad range of areas through many extensively planned activities. Children recently made bird feeders to hang in the garden. They use binoculars to look for the birds and learn their names. Staff introduce information and story books to expand children's knowledge.
- Staff observe and assess what children know and can do on a regular basis. They use this information expertly to decide what children need to learn next. Staff monitor children's progress closely to ensure they are developing well across all areas. Any areas for development that are identified are planned for

carefully and linked to children's interests. Stories, songs and action rhymes help babies and toddlers develop their language skills. Staff encourage children's emerging language skills by modelling simple words as children play. They say 'ready, steady, go' as the ball is rolled down the ramp, and children copy.

- Children are exceptionally well supported during transitions between rooms and their eventual move to school. Superb partnerships with local schools mean that children are extremely well prepared for the next stage in their learning. Staff provide school uniforms for children to try on as they practise getting changed by themselves. Visits to the schools are arranged to support children as they find out about the new environment.
- Staff talk to parents about children's interests at home. They incorporate these interests into the activities provided and the games they play. Parents describe children enjoying water play at home. Staff build on this by providing an extensive range of utensils, pots, pans and containers to explore in a multi-sensory activity. Children delight in exploring the water and learn words such as 'full' and 'empty'.
- Effective partnerships with parents are of paramount importance. Staff engage with parents regularly to develop a deeper knowledge of children and their families. Parents commend the staff and leaders on the service they provide. Children's individual needs are known and catered for exceptionally well. Parents comment on the 'amazing support' received and the commitment shown by the leaders. Ongoing parental feedback is sought through surveys and questionnaires. Comments are considered carefully when making improvements to the nursery.
- The management team places great emphasis on supporting staff to work effectively as a strong team. Ongoing appraisals and mentoring systems mean that staff continuously enhance their practice. Their hard work is recognised and celebrated. Staff well-being is given high priority and staff comment on the positive support they are given.

Safeguarding

The arrangements for safeguarding are effective.

Robust recruitment procedures are implemented to ensure that staff working with children are deemed suitable to do so. Appropriate checks are completed when new staff are appointed. In addition, the managers discuss ongoing suitability with staff on a regular basis. Comprehensive policies and procedures are in place which are shared with parents. Staff demonstrate an excellent knowledge and understanding of the appropriate procedures to follow should they have any concerns regarding children's welfare. They attend training and have regular discussions regarding safeguarding issues during staff meetings. This helps to keep their knowledge relevant and up to date. The nursery is safe and suitable for children.

Setting details

Unique reference number	2502052
Local authority	Warrington
Inspection number	10130604
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 3
Total number of places	40
Number of children on roll	60
Name of registered person	Holly Grange Montessori Nursery (Lymm) Limited
Registered person unique reference number	2502051
Telephone number	01925752111
Date of previous inspection	Not applicable

Information about this early years setting

Holly Grange Montessori originally registered in 2014 and re-registered in 2019 following a change in company details. The nursery employs 16 members of staff. Of these, 11 hold appropriate early years qualifications at level 3 and above. One member of staff holds qualified teacher status and one holds early years teacher status. The nursery opens from 7.30am to 6pm, Monday to Friday, all year round. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Wendy Dockerty

Inspection activities

- The inspector completed a tour of the premises to find out how it is organised, and the range of activities provided.
- The views of parents were taken into account as the inspector spoke with several parents during the inspection.
- The inspector spoke to children throughout the inspection at appropriate times.
- A sample of documentation was checked by the inspector. This included evidence of staff suitability, qualifications and training.
- The inspector held meetings with the management team and spoke with staff throughout the inspection.

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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