

Inspection of Holly Grange Montessori Nursery

Busy Bees, 32 Crewe Road, Sandbach, Cheshire CW11 4NE

Inspection date: 28 September 2021

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 settled and happy at this warm and friendly nursery. The COVID-19 (coronavirus) pandemic has resulted in some changes to routines, such as parents not entering the nursery. Despite this, children show resilience and adapt well. They know that they can get comfort from their key person if needed. Staff help children to feel secure by building nurturing relationships with them.

The nursery's ethos of 'time, trust, respect' is central to children's experiences. Staff encourage children to lead their own play and they show positive attitudes towards their learning. Children develop their small-muscle skills by using crayons to draw and write letters. They explore shadows with torches. Children develop their problem-solving skills while completing jigsaws. Older children participate in 'eco warrior' sessions, learning to respect the environment. Babies show delight while discovering the sounds that musical instruments make and as they look at their reflections in mirrors. They post wooden objects through slots to develop their hand muscles. Outdoors, children learn to manage their own risks when using the wide range of outdoor equipment. They show good physical skills as they balance along beams and use tools to cut tomatoes from plants.

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

- The provider has failed to notify Ofsted of a significant event, where a child went missing on an outing. However, leaders did respond quickly to review and adapt risk assessments for future trips. This means that the impact on children's safety is significantly reduced.
- Leaders say that they are working towards the highest standard and identify areas to improve. For example, due to recent staff changes, leaders explain that they are working towards establishing a cohesive team. They also intend to fully embed the 'eco nursery' approach across the nursery.
- Children access a curriculum that promotes their independence in learning and builds on what they already know and can do. For example, they learn where ingredients in food comes from. However, the quality of staff practice is not consistent. For example, on occasion, some staff do not support children to maintain their engagement during their play and group activities. The support and feedback staff receive from leaders is not fully effective in raising the quality of education to a consistently high level.
- Overall, staff promote children's communication and language development well. They read stories to children and engage them in singing. However, some of the questions asked by some staff are too narrow and children are not always given sufficient time to respond. In addition, some staff model letter sounds incorrectly. As a result, some interactions are not fully effective in raising children's communication, language and thinking skills to the highest level.

- Leaders consider how additional funding is spent, to ensure it makes the intended difference for children. Staff support children who speak English as an additional language by using their home languages to help them to feel included. Staff, parents, and external professionals work together to create care plans for children with special educational needs and/or disabilities. Staff monitor these closely and children make good and better progress.
- Children's growing independence is given high priority. They learn to manage their own self-care needs from the earliest age. For example, all children learn to eat using cutlery. They learn to put on their wellington boots and wetsuits. At lunchtime, children are given tasks to help to set the table. They serve their own food and pour water from jugs, filling these up from the tap. Children behave well and staff encourage good manners with gentle reminders, if needed.
- Partnership working is strong. Links with external professionals and settings help to support children during their time at the nursery and in their eventual move to school. Parents comment that their children are in the 'best possible hands'. They say that staff are like a 'little family' and communicate well to update them about their children's care and learning. Parents remark that their children have 'come on leaps and bounds'.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well deployed and supervise children well. Most staff are first-aid trained and understand how to support children during emergencies. Leaders review policies, such as for outings and lockdowns, to help to keep everyone safe. Robust arrangements ensure that all staff are suitable to work with children. Staff complete safeguarding training and leaders check that this knowledge is up to date. Staff have a broad understanding of safeguarding issues, such as fabricated illness and female genital mutilation. They know how what to do if they have concerns about children's welfare or a colleague's conduct.

What does the setting need to do to improve?

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

- provide staff with incisive feedback, support and training, to raise the quality of education across the nursery
- strengthen staff's knowledge and skills to promote children's communication, language and thinking skills to the highest level.

Setting details

Unique reference number	2564952
Local authority	Cheshire East
Inspection number	10205918
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 at time of inspection	0 to 4
Total number of places	65
Number of children on roll	114
Name of registered person	Holly Grange Montessori Nursery (Lymm) Limited
Registered person unique reference number	2502051
Telephone number	07813963193
Date of previous inspection	Not applicable

Information about this early years setting

Holly Grange Montessori Nursery registered in 2020. The nursery follows a Montessori educational philosophy. The nursery employs 23 members of staff. Of these, 18 hold early years qualifications at level 3 and above. Two members of staff hold early years teacher status, and two hold qualified teacher status. The nursery opens 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

David Lobodzinski

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting, and has taken that into account in his evaluation of the setting.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the management team, staff, parents and children at appropriate times during the inspection.
- The management team and the inspector completed a learning walk.
- A joint observation was carried out by the inspector and one of the managers.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability and training of staff.

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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