

Inspection of Hazel Tree Montessori Nursery Limited

38 Edgeley Road, STOCKPORT, Cheshire SK3 9NQ

Inspection date: 14 June 2022

| Overall effectiveness | Outstanding |
|------------------------------|--------------------|
|------------------------------|--------------------|

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children at this nursery are happy, independent little learners. They thrive in the homely yet stimulating environment. They are safe and secure in both the environment and with the adults that care for them. Behaviour at Hazel Tree is first class. Children have impeccable manners and are completely charming. They wait patiently for their friends to finish serving lunch before they all eat together. They sit and chat calmly, building on social relationships demonstrated by staff. Staff model flawless manners between each other, visitors to the nursery and to the children. There is a definite feeling of family among them that can only add to the homely feel. One of the youngest children in the nursery speaks of nursery being his key-person's house. On inspection when asked to describe where he was, he replied, 'Your house', referring to his key worker. The rooms are small, cosy and immaculately clean. The children take responsibility for the cleanliness by wearing slippers inside and tidying up when asked.

There is an overwhelming sense of respect throughout the nursery. Children are taught to respect each other's space and the learning that takes place. Before returning resources for other children to use, children are asked to return things being mindful of others. Staff have exceptionally high expectations for children and want them enticed by resources that are presented impeccably. Children adhere to these rules without needing to be reminded. Children use mats to signify their area to learn in. If children want to collaborate during an activity they have to ask permission and respect another child's space. This allows children time to learn at their own pace without being disrupted by others.

Despite closure during COVID-19 and a recent change in ownership, parents say staff have worked tirelessly to cause minimum disruption to their children by keeping in touch on a weekly basis. Parents say that the change of ownership and full refurbishment has only enhanced what was already in place and claim the nursery is going from strength to strength.

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

- Activities are carefully thought through and resources re-evaluated constantly to provide challenge as soon as children have made progress, or their interests take them elsewhere. Babies enjoy carefully planned purposeful activities. They use their senses to explore ice with citrus and mint. They sit engaged exploring what adults have provided for them with awe and wonder while developing their sensory awareness through exploring different textures.
- Children make great strides in managing to control their emotions. Staff prioritise the experience and happiness of all the children so place huge emphasis on supporting positive behaviour. There is a consistent message of

high expectations throughout the nursery. Children with stronger personalities are reminded to respect the space of others and they do this promptly.

- Children with special educational needs and/or disabilities make excellent progress. There are careful plans in place that are reviewed regularly to monitor their development. As a result, children who were once non-verbal are now communicating in sentences.
- Children use real life objects throughout the nursery as the managers want to equip the children with skills and knowledge for life. Very young children use real knives and forks and are encouraged to cut their own food. Staff are on hand to support and model but children know they are expected to have a go. This helps the children to develop their physical skills.
- School readiness is apparent in pre-school. Children's self-care is of the highest standard. Children change clothing, clean their noses and faces and take responsibility for their own hygiene practices. They are developing a strong awareness of how to look after themselves and what it means to be healthy and well. Parents say how the children are insistent they wash their own things and put shoes and coats on by themselves as those are the skills they have acquired.
- The children are encouraged to assert themselves and express their opinions. This is a prominent feature of the nursery. Staff think of creative ways for the children to vote. They use real life objects to show the children which activities they can choose from. Children then choose a block with their name on and place it by the object, stating what they want to do.
- Children are learning to take risks outdoors. Where physical development may have been affected by COVID-19 lockdowns, staff identify where children lack confidence and encourage lots of jumping and climbing. Children that were once hesitant approach large-scale equipment with vigour and confidence.
- Those children that are ready are beginning to identify the sounds that letters make. Some are starting to write letters accurately while playing independently. Children are learning to segment and blend with phonics using quality resources in their independent play. Children's literacy skills are superbly supported.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding procedures are robust. Staff act quickly to deal with and then record an injury or accident. Staff swiftly respond to changes in behaviour and make difficult decisions around the child's well-being and safety. Staff training is up to date and all staff are aware of what their responsibilities are and through their thorough induction know what they need to do to keep children safe. Staff demonstrate excellent knowledge of how to identify if a child may be at risk of harm from extreme views and beliefs. They know where to report any concerns they may have about a child in their care or if they have concerns about members of staff. The routine is embedded to allow children with any form of disadvantage to feel secure as they know what to expect. Staff liaise with other agencies in a timely manner to keep children safe.

Setting details

| | |
|--|---------------------------------------|
| Unique reference number | 307154 |
| Local authority | Stockport |
| Inspection number | 10129139 |
| 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 4 |
| Total number of places | 45 |
| Number of children on roll | 92 |
| Name of registered person | Hazel Tree Montessori Nursery Limited |
| Registered person unique reference number | RP519507 |
| Telephone number | 0161 477 0549 |
| Date of previous inspection | 29 March 2016 |

Information about this early years setting

Hazel Tree Montessori Nursery Limited registered in 1989. The nursery opens from Monday to Friday, all year round, except for bank holidays and Christmas. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery cares for children with special education needs and/or disabilities. There is one member of staff with qualified teacher status, 18 members of staff hold appropriate early years qualifications at level 3 and above and two members of staff hold level 2 qualifications.

Information about this inspection

Inspector

Denise Barnes

Inspection activities

- The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views together with parents' written feedback.
- The inspector spoke to children, to find out about their time at the setting.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022