

Inspection of Springfield Lodge Montessori Day Nursery

Springfield Park, Springfield Road, Grimsby, North East Lincolnshire DN33 3LE

Inspection date: 5 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

Children thrive at the nursery. Younger children are settled and calm. This is due to the warm, trusting relationships with staff. Babies crawl excitedly towards their familiar adult and look to them for reassurance when they are getting tired. Older children told us that they like their nursery because all the staff are kind. Children's behaviour throughout the nursery is exceptional. Toddlers are learning to be kind in nursery and at home. They engage well with staff and settle happily for their nap. Older children say 'please' and 'thank you' spontaneously as they play. They also praise their friends. For example, they say, 'Ooh, that's good!' when their friends are successful at a task.

Children become capable, confident learners. This is due to the focused approach to supporting their well-being and independence. Children are excited to recall when they found a rhinoceros beetle in their forest school garden. They are proud to share how they can count the Seville oranges in Spanish. Children, their families and staff were supported through the COVID-19 pandemic. Some parents say that nursery was a lifeline during difficult times. Staff acknowledge the impact the pandemic has had on some children's development and well-being. They work tirelessly to minimise any negative impact.

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

- The manager leads a strong and stable staff team. This ensures the smooth running of the nursery. Staff, at all levels, are very well supported in their work. They are passionate about their work with the children, and constantly strive to be better. This has a positive impact on all aspects of nursery life and children's development.
- Leaders carefully plan a curriculum and learning environment that focuses on children's well-being and development. This is implemented effectively and sequenced across the nursery according to children's ages. Babies have fun practising mouth shapes in preparation for good pronunciation. For example, they copy staff as they pretend to take their 'Mr Tongue' for a walk. They make their tongue look left and right and make it jump up and down. Older children develop an extended vocabulary to talk about their work and play. They confidently aid each other's pronunciation when practising their Spanish.
- Staff help children to remember what they have learned. Children develop good recall to aid their learning. For example, older children confidently recount what they learned at the maritime heritage centre. Some children later explain how they used the beetroot from the nursery's allotment to make a cake.
- Staff work closely with parents and other agencies to ensure that children get the support they need. This includes securing extra funding where possible. Children with special educational needs catch up quickly with their peers.

Parents say that the support their children receive is first rate due to staff's diligence. They confirm that they receive good information about their children and how they can support their learning at home.

- Overall, leaders have excellent oversight of the quality of provision. They put effective plans in place to ensure the very best outcomes for children. This has been particularly successful in supporting the needs of two-year-old children. A consistently focused and innovative approach has led to those children being calm and, at times, deeply engaged. However, there are occasions when some older children are not as deeply engaged with their targeted next steps as they could be.
- Children develop a love of being active in the fresh air. For example, toddlers jump excitedly as they watch the balls roll down the drainpipes. Older children develop considerable strength, balance and creativity as they build with the crates and tyres. They have fun as they swing and climb. Children develop a keen interest in the world around them. They are often reflective as they create their artwork under the trees in the forest school area.
- Children benefit from a healthy diet. The cook knows the children well and is confident in how to meet their various needs and preferences. Children serve their own snacks and lunches. They stack their plates ready to be washed. Babies wipe their own faces. They develop exceptional independence and impeccable table manners.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibility to safeguard children. They are confident in the signs that could indicate a child is at risk of harm. Staff acknowledge how pressures of family life can impact on children. They understand how to secure support for children and their families. Senior staff are vigilant in working with safeguarding agencies. Children learn the necessary skills to keep themselves safe as they play. Babies learn to climb up the small steps and slope. Older children confidently follow safety rules for using knives and for playing outdoors. Their excellent behaviour promotes their safety because they are used to heeding guidance.

What does the setting need to do to improve?

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

- continue to monitor children's engagement with the curriculum on an even deeper level, to further support their key learning needs

Setting details

Unique reference number	205547
Local authority	North East Lincolnshire
Inspection number	10072514
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	77
Number of children on roll	85
Name of registered person	For Under Fives Limited
Registered person unique reference number	RP907030
Telephone number	01472 874583
Date of previous inspection	12 May 2016

Information about this early years setting

Springfield Lodge Montessori Day Nursery registered in 1987 and is situated in Grimsby. The nursery employs 21 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 3 or above. The manager holds a level 5 qualification. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Pat Edmond

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.
- The manager and staff joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to children, parents and staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of care and teaching, and assessed the impact this has on children's learning, development and welfare. The inspector also carried out a joint observation with the manager.
- The inspector looked at a sample of documents and records. This included evidence of the suitability of staff working in the provision and a range of other documentation, required for the safe and effective management of the provision.

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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