

Inspection of Green Gables Montessori Nursery Ltd

Hookstone Oval, Harrogate HG2 8QE

Inspection date:

25 May 2023

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 clearly enjoy their time in the setting. They form close bonds with caring key staff and are confident to leave their parents and carers as they arrive. The indoor and outdoor learning environments are stimulating and provide good opportunities for children to make safe and independent choices. In the forest area, pre-school children have ample opportunities to build on their core muscle strength and develop good hand-to-eye coordination. They straddle large logs, clamber up and down hilly banks and balance on logs. They climb into the hammock, remembering to consider where their friends are playing before swinging. This helps them to develop an increased awareness of themselves and others. Toddlers show concentration and curiosity as they dig in the soil to investigate the lives of minibeasts.

Children make friends. They spend time listening to each other. Children learn to share and take turns. They display good manners and behaviours, and staff manage minor disagreements well. These respectful relationships help children to feel happy, safe and secure. Babies are cared for in a safe, calm and stimulating environment and, as a result, they are very settled. Their needs for sleep, comfort and interaction with staff are immediately met. They have space to crawl, learn to walk and explore different objects.

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

- The manager has designed a curriculum with a strong focus on children's personal, social and emotional development. Staff are aware that when children start at the nursery, their experiences are very different. They offer children a wide variety of activities and learning experiences that helps children to become secure in their learning prior to starting school.
- Children with special educational needs and/or disabilities are supported by staff to make as much progress as they can in relation to their starting points. The special educational needs leader is confident and knowledgeable about the children's needs. She ensures firm working relationships with parents and other professionals involved in the children's care.
- The manager communicates her expectations for staff practice clearly. She teaches staff to use questioning techniques that provoke children's thinking. Staff interact well with children during their play. They encourage children to pronounce words correctly. However, they do not consistently add new words to extend their vocabulary.
- Children develop their early writing skills. They handle small tongs to pick up various objects and make marks using sticks, pencils and chalk. These opportunities help to develop their small muscle strength and dexterity.
- Staff have high expectations for children's behaviour. Younger children are

gently reminded to use 'kind hands' and to share. Staff help older children to recognise and articulate their feelings and emotions and share them with others. Children talk about times when they felt happy or sad. This helps them to understand that people have different feelings.

- Children benefit from healthy and nutritious food, according to their specific dietary needs. They sit together at mealtimes, as a social occasion. Staff encourage children to be independent in their self-help skills and, as a result, children are learning how to take care of themselves. For example, they find their own belongings and return plates and dishes after eating.
- Parents say they are happy with the care their children receive. They speak highly of the setting and the unique opportunities staff provide. Parents know what daily activities their children participate in. However, staff do not consistently share children's individual next steps in learning. This means that parents are not always aware of how to further extend their children's learning at home.
- The manager and staff reflect on the quality of the nursery and implement changes to make improvements. For example, they have successfully developed the outdoor area to create even more accessible space for pre-school children and babies. Staff have access to ongoing professional development through an online training provider. This helps to support their practice and children's learning needs. Staff say that they feel confident to approach the manager and feel that she values their mental health and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a good understanding of how to safeguard children. They understand their roles and responsibilities and know what may indicate a child is at risk of harm. Staff are confident in the procedures to follow in the event of a concern about a child and other adults. The manager follows robust recruitment procedures to make sure that staff are suitable to work with children. Staff support children to identify and manage risks in their play. For example, they talk to them about why they need to apply sun cream, and to watch out for the prickly nettles.

What does the setting need to do to improve?

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

- support staff to make better use of everyday opportunities to enhance children's vocabulary and use of descriptive language
- increase the information shared with parents to ensure that they are aware of their child's next steps in learning and how they can continue to support their child's learning at home.

Setting details

Unique reference number	2721720
Local authority	North Yorkshire
Inspection number	10284180
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	74
Number of children on roll	111
Name of registered person	Green Gables Montessori Nursery Ltd
Registered person unique reference number	2721718
Telephone number	01423567087
Date of previous inspection	Not applicable

Information about this early years setting

Green Gables Montessori Nursery Ltd registered in 2023. The nursery employs 27 members of childcare staff. Of these, 19 are qualified at level 2 and above. The nursery opens all year round, except the week of the Yorkshire Show and a week at Christmas. Sessions are Monday to Friday, from 7.30am to 6pm. The nursery provides early funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Janet Fairhurst

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 inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents during the inspection and took account of their views.

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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