

Inspection of Springfield Montessori Nursery

59 Springfield Road, Aughton, Ormskirk, Lancashire L39 6ST

Inspection date:

18 December 2023

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

Staff are passionate and motivated to deliver a well-thought-out and purposeful curriculum. Each and every child's development and emotional well-being are prioritised when providing them with unique and stimulating learning experiences.

Staff nurture children in a safe, secure and caring nursery. They have a great knowledge of children's stages of play. Staff allow children the time to play alone, alongside each other and in small groups. They offer children an abundance of caring and positive interactions and are fantastic role models. Children are respectful to one another and listen with great interest to what others have to say. They make great friendships and experience a deep sense of involvement and self-confidence. Children demonstrate amazing social skills and behaviour.

All aspects of the nursery have been perfectly considered. Children are highly motivated to explore the tremendous amount of wonderful learning experiences. Staff offer amazing opportunities and support for children to use their senses. They encourage children to listen for noises, feel different textures and smell different scents. Staff help children in developing their critical thinking skills. They expertly guide them through their reasoning processes of why water does not stay in a colander but does in a pan. Children have an extreme eagerness to learn more.

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

- The managers are inspirational. They have a wealth of knowledge and experience that is worthy of dissemination. Managers ensure that their great expertise is utilised effectively. They provide an extensive level of training and support to staff. New staff go through a meticulous induction process. The managers continually reflect, evaluate and consider ways to offer the best experiences to children.
- The curriculum is exceptionally well sequenced, ambitious and unique. The managers and staff are very secure about the intent for the curriculum and how this is built upon as children go through the nursery. Staff know what they want children to learn and implement this amazingly. They also consider different cohorts of children to support their future learning. All children are making outstanding progress and are confident and independent learners. This includes children with special educational needs and/or disabilities (SEND) and children who speak English as an additional language.
- Staff promote children's communication and language remarkably well. They continually engage children in interesting and stimulating conversations that they are eager to join in with. Children speak with fluency and have an exceptional level of confidence when speaking.
- Partnerships with parents are excellent. Parents are extremely well informed and

are a huge part of their children's development and future learning. The vision of the nursery is fantastically shared with parents. Managers and staff actively consult and involve families in all aspects of the nursery. This contributes to the great success of delivering their future aims and aspirations for children.

- The special educational needs coordinator, as well as staff, supports children with SEND very well. They liaise with a wide range of professionals and attend additional training as required. Highly focused plans are in place and regularly reviewed. Adaptions are made within the environment, activities and equipment. This helps to support children with SEND to be included in all daily tasks and have equal opportunities in their learning experiences.
- The large outdoor environment is breathtaking. Staff actively promote the benefits of learning, both indoors and outdoors, with children. Children run around in large spaces, climb and eagerly explore in the natural forest area. This contributes to children being active, and they develop impressive physical skills.
- Children partake in food collections and charity donations to help support their local community. Parents and other professionals visit the nursery and speak to the children about their job roles. Children share their experiences with others about places that they visit. They gain a great awareness of their local community, people who help them and the wider world.
- Managers respect staff's views and welcome them to contribute to ideas for future developments. They ensure that staff are happy, feel valued and offer them excellent emotional support and guidance. This results in staff being totally dedicated to their roles and responsibilities when supporting children's development.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a remarkable knowledge of their responsibilities in keeping children safe. Safeguarding children is threaded throughout all policies, procedures and staff practice. Staff are extremely responsive to identifying and minimising potential hazards. They supervise children exceptionally well and have confidence in children's abilities when they are attempting new things. Children are encouraged to take risks and assess potential dangers for themselves. For example, children make accurate judgements and confidently climb trees and manoeuvre their bodies safely as they walk along and swing from large branches.

Setting details

Unique reference number	EY466054
Local authority	Lancashire
Inspection number	10305159
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	111
Number of children on roll	170
Name of registered person	Learning Steps Education Limited
Registered person unique reference number	RP532835
Telephone number	01695 423367
Date of previous inspection	13 February 2018

Information about this early years setting

Springfield Montessori Nursery registered in 2013. It is located in Aughton, Ormskirk, Lancashire. The nursery employs 37 members of staff, 34 of whom hold appropriate early years qualifications, ranging from early years teacher status to level 2. The owners have qualified teacher status, and one is also a qualified educational psychologist. The nursery is open from Monday to Friday, 7.45am to 6pm, 51 weeks a year. The nursery provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Kellie Lever
Joanne Buckley

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the directors and management team and have taken into account in their evaluation of the setting.
- The deputy managers and inspectors completed a learning walk together of all areas of the nursery and discussed how the manager implements the curriculum.
- The inspectors spoke with staff at appropriate times throughout the inspection.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors carried out joint observations with the deputy managers.
- The inspectors held a meeting with the director, manager and deputy managers. They reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents shared their views of the nursery with the inspectors.

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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