

# Inspection of Alderley Day Nursery, Montessori

Congleton Road, Nether Alderley, MACCLESFIELD, Cheshire SK10 4TD

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Inspection date: 30 January 2024

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Outstanding

## What is it like to attend this early years setting?

### The provision requires improvement

Leaders have not ensured that all staff deliver the intended curriculum consistently well. There are variations in the quality of learning experiences available to children. Some staff are not clear about why some learning experiences are planned and what children will learn next in the curriculum. This impacts on some children's attitudes to learning. There have been many changes to the staff team, which in turn has impacted on how children develop their relationships with their key person. Leaders have not re-established effective supervision arrangements for staff since the recent takeover. Furthermore, leaders have not ensured that training for staff always improves the quality of their work with children. These issues have impacted on staff morale and have not supported all staff with the changes they are experiencing. Nevertheless, leaders have identified the key weaknesses and are taking action to establish positive improvements. For example, they ensure that staff are deployed effectively to ensure the safety of children.

Overall, children learn and behave well and are happy. They are curious about the learning activities that staff provide, such as about how to use their hands and fingers during messy play. Staff are caring towards the children. Staff working with babies ensure that they receive the care and nurture they need. Children, including babies, show that they feel safe with staff. Children learn how to be independent and feel good about their achievements.

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

- The quality of the nursery has declined recently. However, the nursery's new manager is already having a positive impact on the morale of staff. For instance, staff appreciate the 'thank you bags' that they have received to acknowledge their hard work. Leaders are beginning to take further steps to support the well-being of staff and improve the outcomes for children.
- There are inconsistencies in some elements of the curriculum. Although the curriculum is generally focused on children learning how to build positive relationships with one another, leaders have not monitored closely enough how staff deliver the intended curriculum in its entirety. Leaders do not think carefully enough about the key knowledge that children will learn and when, such as in relation to their physical development. This means that staff lack clarity about how some experiences connect to children's prior knowledge and what they need to learn next. Some children do not always make consistently good levels of progress in their learning.
- Significant changes in staffing have impacted upon how children build relationships with their key person. This affects how some children settle in and learn. Nevertheless, some staff are skilled at delivering some parts of the curriculum for personal development. For instance, they help children to learn

important words about feelings and how to use breathing to calm themselves. Children are beginning to learn how to control strong feelings.

- Leaders have not re-established training and development opportunities effectively enough for staff since the nursery changed ownership. Therefore, staff have had limited opportunity to develop the quality of their work. As a result, some staff are unclear on what steps to take to make continuous improvement to their practice and to provide consistent, good-quality support for children's learning.
- Leaders do not ensure that they support the work of staff with effective supervision arrangements. This means that some staff do not receive the coaching that they individually need to overcome barriers to change. However, leaders make certain that staff have opportunities to discuss their work. This helps to support the needs of children, parents and carers.
- Although children generally behave well, the curriculum does not always help children to develop positive attitudes to learning. This is because there are some gaps in staff's knowledge about what children will learn. At times, some children struggle to listen and concentrate.
- Leaders do not ensure that all staff provide parents with information about their child's progress. Some parents feel dissatisfied because they are not fully informed about their children's learning. However, leaders have acted swiftly to provide parents with important information about new employees joining the staff team.
- Staff help children to develop important knowledge, such as to understand the science of how their bodies work. They support and extend children's interests and curiosities, such as by skilfully setting out wall displays to show children that they have internal organs and a skeleton. Children learn fascinating and important knowledge about the functions of the human body.
- Leaders and staff set out attractive story books for children to use. Children thoroughly enjoy hearing specially chosen stories, including those read by parent visitors. Babies listen attentively and enjoy lifting the flap to reveal a picture in a book. Children grow to love books.
- Leaders ensure that children receive healthy meals and snacks. Children readily serve themselves with freshly cooked broccoli, swede and fish. They learn about making healthy food choices. Leaders provide helpful equipment for the children to develop core strength.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
ensure that there are appropriate arrangements, including support, coaching and training, in place for the supervision of staff, to promote the interests of children	28/02/2024
re-establish training and professional development opportunities for staff to ensure they offer consistent quality learning and development experiences for children that continually improve	28/03/2024
ensure all staff understand how to implement leaders' intended curriculum and identify what children will learn now and next across all areas of the curriculum.	28/03/2024

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

- provide parents with important information about their children's progress and learning so that they can further support their children's development at home.

## Setting details

<b>Unique reference number</b>	EY362077
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10321118
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	72
<b>Number of children on roll</b>	109
<b>Name of registered person</b>	Alderley Day Nursery Limited
<b>Registered person unique reference number</b>	RP911368
<b>Telephone number</b>	01625860660
<b>Date of previous inspection</b>	11 December 2018

## Information about this early years setting

Alderley Day Nursery Limited, part of Busy Bees Nurseries Limited, registered in 2007 and follows the Montessori educational philosophy. The nursery is based in Nether Alderley, Macclesfield. The nursery employs 25 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 2 or above, and five staff members are unqualified. The nursery opens from Monday to Friday, all year round, with the exception of bank holidays. Sessions are from 8am until 6pm. The nursery receives funding for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Andrea Vaughan

## 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 nursery.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The centre directors and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector carried out a joint observation with a centre director.
- The inspector held discussions with leaders, staff, children and parents.
- The inspector looked at a sample of documentation, including the suitability of staff and evidence of first-aid qualifications.

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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