

Inspection of Holly Tree Montessori Nursery

108 Edgeley Road, Edgeley, Stockport, Cheshire SK3 0TT

Inspection date:

16 February 2024

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

The motto of 'time, respect and trust' is truly embedded across this inspirational nursery. Children's laughter fills the air and their eagerness to learn is truly palpable. The highly experienced and qualified staff team know children exceptionally well. They have a superb understanding of child development and use this to provide children with a highly ambitious curriculum. Children display the greatest levels of engagement when they immerse themselves in learning. For example, they cannot contain their excitement while creating artwork in the style of artists that they learn about. Children develop a deep curiosity about the world around them. For example, they explore how magnets work and know that some objects can melt.

Staff support children's personal, social and emotional development incredibly well. They provide children with a bespoke settling-in process. Children settle extraordinarily well and have a strong sense of belonging. Staff are highly skilled in supporting children to manage their own behaviour. Staff use highly innovative ways to help children to understand the difference between feelings and emotions. For example, children relish spending time at the 'peace table', where they reflect on what makes them feel happy. They show remarkable behaviour and have superb attitudes towards their learning.

Staff have the highest expectations of children's achievements and teach them how to be independent. Babies wash their hands and help to tidy toys away. Toddlers put their own slippers on and help to pour their own drinks. Older children put on their wetsuits and write their names. Children are exceptionally well prepared for their eventual move on to school.

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

- The manager leads the nursery with an absolute conviction that all children will flourish. Her dedication to removing barriers to learning and offering a first-rate service is truly remarkable. The manager continually reflects on changes across the nursery and measures the impact with precision. For example, close monitoring of changes to the outdoor provision have been highly successful in helping children to thrive in their creativity and imagination. The manager aspires for the nursery to be a beacon of exceptional practice.
- Staff use their expert knowledge of child development to plan an incredibly rich curriculum. They ensure that it is underpinned by research and their own knowledge about children. Staff make sure that children who are at risk of falling behind get extra support to catch up. They use additional funding exceptionally well. For example, staff have created a sensory room for children to engage in mindfulness activities to support their emotional well-being. Children show

impeccable behaviour. They are caring towards others and show impressive levels of engagement in their learning. Babies excitedly explore gloop. Toddlers fascinate while learning about different animals. Older children show an incredible knowledge of the human body. For example, they draw detailed pictures of body parts and discuss the purpose of each one. Children make exceptional progress.

- There is terrific support in place for children with special educational needs and/or disabilities and those who speak English as an additional language. Staff leave no stone unturned in their pursuit to ensure that children get the support that they rightly deserve. Staff are skilled and well trained to lead on adapting learning for children. Gaps in learning close rapidly and children flourish.
- Partnership working is a golden thread. Parents were universally positive in their appreciation of the nursery. They meet with staff to learn about the nursery's educational philosophy. Staff also provide excellent opportunities for parents to meet with one another. For example, they have a barbeque event and encourage parents to develop a strong network of support with each other.
- A strong sense of teamwork pervades this nursery. Staff report that working at the nursery is 'like a dream come true'. Leaders provide staff with regular meetings to discuss their roles. Staff value this and report that their workload and well-being is given the highest priority by leaders.
- Leaders provide staff with a highly tailored programme of professional development. They have high aspirations for staff and encourage them to gain higher qualifications in childcare. Leaders help staff to gain the knowledge and skills to support children in achieving the best outcomes. For example, staff have a thorough understanding of how to support children's large-muscle skills. Children show excellent physical dexterity while taking part in football and yoga lessons. They giggle with delight while completing assault courses and develop new skills while using scooters.
- Staff teach children incredibly well about the world around them. Children learn about the many ways that make them unique. Staff understand the importance of representation for children and their families. They provide family events where children get to share their own cultures, religions and backgrounds. Children are incredibly well-rounded individuals who develop a positive understanding of what life is like in modern Britain.
- Staff foster a love of reading. They take children to the local library. Children burst with excitement while staff read to them. They use the knowledge and skills that staff have taught them to begin to understand the sounds that letters represent. Children relish learning new words and are excellent communicators.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY275469
Local authority	Stockport
Inspection number	10305275
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	42
Number of children on roll	76
Name of registered person	Holly Tree Montessori Nursery Limited
Registered person unique reference number	RP521933
Telephone number	0161 477 5388
Date of previous inspection	16 February 2018

Information about this early years setting

Holly Tree Montessori Nursery registered in 2003 and is located in Stockport, Manchester. The nursery employs 21 members of childcare staff. Of these, 17 hold early years qualifications at level 2 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Luke Heaney

Inspection activities

- This was the first routine inspection the nursery 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 his evaluation of the nursery.
- The inspector observed adult-led activities and children during their play.
- The inspector viewed a sample of documentation, including staff suitability checks.
- Discussions were held with the leadership and management team.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector spoke with parents' during the inspection.
- The inspector conducted a joint observation of an activity with the manager.

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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