

# Holly Grange Montessori Nursery

1 Warrington Road, Cuddington, NORTHWICH, Cheshire, CW8 2LH

## Inspection date

Previous inspection date

11/11/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- A highly skilled team are led by inspirational managers to ensure all children are offered excellent opportunities for learning. The management team effectively monitor the provision and support staff to ensure the very best outcomes for children's learning, leading to exceptional practice.
- The excellent partnerships formed between the parents and practitioners provide a positive two-way flow of information that is highly valued. This enables parents to fully contribute and be actively engaged in their children's learning and progress.
- Children explore the environment with confidence and enthusiasm. They are highly motivated and independent and use resources extremely effectively to support their learning and play.
- Robust and highly effective systems for observation, planning and assessment are in place. Consequently, the exemplary practice provides a range of challenging age and stage appropriate activities to capture children's interest.
- Transitional arrangements to support children moving through rooms and onto school are excellent. This ensures consistency and a seamless journey, through the sharing of comprehensive information about the child's learning, development and interests.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in all rooms and the outdoor learning environment.
- The inspector spoke to the management team, parents, practitioners, staff and children throughout the inspection.
- The inspector carried out a joint observation of staff and children with the owner/manager.
- The inspector looked at documentation, including children's records, assessments, planning and a selection of policies and procedures.

## Inspector

Ron Goldsmith

## Full report

### Information about the setting

The Holly Grange Montessori Day Nursery was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two settings owned and managed by the provider. The nursery operates from five rooms in a converted two-storey detached house in Cuddington, Cheshire. Rooms on the upper floor are accessed via stairs. There is access to an enclosed outdoor play area.

The nursery employs 14 members of staff to work with the children, all of whom have a relevant early years qualifications, including one with Qualified Teacher Status, one with Early Years Professional status, three with Montessori qualifications and one with a degree in Early Years. There are currently 61 children on roll, all of whom are within the early years age range.

The nursery is open Monday to Friday, from 8am to 6pm, for 51 weeks of the year. The nursery operates in line with the Montessori educational philosophy. The nursery receives support from the local authority and is a member of the National Day Nurseries Association. It has been granted an Investors in People award.

### What the setting needs to do to improve further

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

- consider enhancing the excellent practice of children's dynamic outdoor play by, for example, providing additional resources to further enhance their imaginative play.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children show very high levels of independence, curiosity, imagination and concentration. They are highly effective learners who respond to the rich educational programmes and imaginative experiences provided. The needs of all children are met exceptionally well. Practitioners have an excellent understanding of the Statutory framework for the Early Years Foundation Stage, which helps them to plan effectively around children's interests and abilities. Therefore, teaching continually challenges children so they make rapid progress in their learning and development. Practitioners observe and assess children's progress against each area of learning, which helps them to identify if there are any gaps or delay in their development. Practitioners work very closely with outside professionals to enhance and support children's learning.

Teaching inspires children to become highly motivated learners. For example, practitioners help the children celebrate a birthday and their developing understanding of the world by using a candle, a model of earth and a model of the sun. The child whose birthday it is walks with the earth around the group. Each circular walk around the group represents a year in his life. Children enthusiastically contribute to the practitioners skilful questioning, responding to questions such as 'what might they learn in their first year?' and so on, until the present day. When asked 'what might they learn this year?' children respond by saying 'writing and going to big school'. In this way children begin to explore the world around them and practitioners are able to introduce and discuss key words and concepts, skilfully extending children's language by modelling and posing questions such as 'do you think this will be an exciting time?' This teaching promotes children's language and recall skills and has a significant impact on their capacity to learn.

The stimulating environment is bright and imaginative and significantly enhances children's learning as they access resources and engage in independent play. Children are extremely confident and self-assured and explore their surroundings with a very high level of enthusiasm. The environment is rich in print and children are encouraged to notice that text carries meaning. The outside area is very well resourced and imaginative, although there is scope to enrich the already excellent resources for children's imaginative play, by enhancing the resources and props for imaginative play. All areas of learning are exceptionally well promoted in the outdoors, which children enjoy accessing on a daily basis. Children delight in making bubbles in water play or filling pots with rice. The needs and interests of individual children are incorporated into planning activities that inspire and challenge them. For example, quieter or newer children are sensitively drawn into playing with other children. Practitioners expertly recognise when some children are reluctant to join in and will find an activity which a child will enjoy. Consequently, each individual child makes rapid progress.

Practitioners make thorough observations to identify the next steps in children's development. They set realistic targets for children, which supports exceptionally well their progress towards the early learning goals. The progress checks at age two are completed with parents, to help identify any emerging concerns. Practitioners are highly skilled in using a development tracker. Staff reference tracking grids frequently, enabling them to clearly identify children's skills and assess if they are emerging, developing or embedded. This supports children's early language skills, personal, social and emotional development and physical development through building on children's first-hand experiences. Robust observation and assessment procedures monitor children as they work towards the early learning goals and develop the necessary skills to support their readiness for school. Observations clearly identify next steps in children's development, as parents contribute to children's learning by undertaking observations at home and commenting in daily diaries. Staff have excellent partnerships with parents, which are developed through superb settling-in procedures and completing 'all about me' books. In addition, staff undertake baseline assessments, which identify children's developmental starting points upon entry. This allows a consistent approach in supporting children's needs between home and nursery. Parents are kept very well informed of their child's progress through parent evenings, newsletters and daily verbal feedback.

## The contribution of the early years provision to the well-being of children

The highly-effective key person system helps children to settle easily into the nursery and is tailored to children's needs. For example, when the key person is away on holiday a detailed summary is given for each child to ensure other practitioners understand their needs fully. Children have ample time to form relationships with practitioners during the settling-in period. As a result, children feel extremely secure and form very strong bonds of attachment during their time in the nursery. Transition into the nursery is managed particularly well because practitioners discuss with parents how they can best meet children's individual needs. They ensure this effective transition is maintained between rooms in the nursery and as children move on to their next stage of learning. Before children move to different rooms practitioners inform parents, who have opportunities to discuss their child's readiness. Key persons always go with children to new rooms until children are confident on their own. Therefore, children feel confident and this helps them to build very close relationships with new people. Practitioners' support transitions to school or through the nursery very well to ensure children remain confident and self-assured. For example, teachers visit the nursery and practitioners introduce children to the school. As a result, children feel comfortable during the changeover period. Consequently, they are fully at ease, which contributes significantly to children's abilities to form new relationships.

Children are very self-assured and demonstrate high levels of self-discipline and independence. For example, they understand where things are and have no difficulty selecting and sharing resources and toys they are interested in. Even very young children treat others with respect by talking politely to their peers. Children say please, thank you and excuse me. Practitioners are highly skilled and effective in managing children's behaviour and therefore children understand rules and boundaries and demonstrate excellent behaviour at all times. Children learn to keep themselves safe indoors and outside, for example they understand that the gentle reminders from practitioners to sit down while using scissors are to make sure that they stay safe. Practitioners are highly skilled in recognising the uniqueness of each child and providing for their individual needs and interests. Babies are confident to explore their surroundings safe in the knowledge they have the support of nurturing practitioners and feel secure. They form close attachments to the practitioners and enjoy cuddles with them. Children are well-nourished. They readily drink water and enjoy healthy snacks of fresh fruit and eat well-balanced and nutritious meals. Food is freshly prepared every day on the premises and this helps children to establish healthy eating habits. Children serve themselves, enjoying chilli-con-carne with rice. They happily sit in small groups at meal times with their friends and practitioners, which successfully promotes their conversational and social skills. Babies demonstrate independent self-care skills, as practitioners encourage them to feed themselves, starting with attempts to hold their own feeding cups. Practitioners respect children's individual care needs and routines very well, allowing children to access the bathroom and wash their hands independently before meals and after messy play activities. All children thrive from opportunities to play and explore in the fresh air every day, as they have an abundance of opportunities to enjoy the outdoor environment in all weathers.

Practitioners encourage and promote children's independence skills impressively, skilfully interacting with their play at the most appropriate times to extend and support their high quality learning and development. Opportunities are consistently explored for all children to attend to their personal hygiene. Children serve themselves and others at lunch time and clear away afterwards. Practitioners frequently praise children, resulting in a great sense of achievement that prompts children to develop these skills further. Daily physical activities help children to learn about the effects of exercise on their bodies. Quiet activities and sleep time after lunch ensure there is a good balance between rest and vigorous play. The care arrangements ensure children's well-being is substantially promoted in the nursery.

### **The effectiveness of the leadership and management of the early years provision**

Leadership is inspirational. The registered provider and management team pursue excellence in all areas. They have consistently high expectations for the quality of care, learning and development that are offered to children. Procedures and documentation are robustly reviewed and updated to ensure that all the requirements of the Statutory framework for the Early Years Foundation Stage are exceptionally well met. Comprehensive policies and procedures are reviewed regularly to ensure they meet the safeguarding and welfare requirements and reflect the outstanding practice. All practitioners have attended mandatory safeguarding training and this is reviewed frequently. They have an excellent knowledge of the signs to be concerned about and know what to do if there is a concern. This means children are safeguarded extremely well.

Managers and practitioners have embraced the culture of self-evaluation and their high aspirations ensure continued improvements are detailed in comprehensive development plans for the nursery. Parents contribute significantly to the quality of the nursery through evaluation processes, questionnaires and their daily interaction with practitioners. Rigorous and robust recruitment procedures ensure that all practitioners are suitable to work with children. A thorough induction programme provides excellent support, encourages teamwork and sets very high standards. This ensures all practitioners, including apprentices and students, are well prepared to contribute to the superb service provided.

Managers consistently observe and review the work of practitioners and the educational programme, which significantly enhances the quality of teaching and learning. Performance and appraisal monitoring is of a high quality ensuring that training and professional development is tailored to both the practitioner's needs and to those of the children. Practitioner's individual skills are recognised and they work exceptionally well together as a team. Consequently, they feel valued and are very motivated. Practitioners value the opportunities to reflect and improve their practice. The premises are secure throughout so no unauthorised person is able to gain access. Rigorous risk assessments of the premises and outings, completion of regular fire drills and qualified first aiders means children's well-being is paramount. Practitioners respond instantly when concerns are raised. There is an exceptionally positive partnership with parents, who express how they

are encouraged to be involved in their children's learning and comment on the structured learning environment and the high quality of practitioners. Exemplary partnerships with external agencies involved in supporting children's care and education mean that the needs of all the children are exceptionally well met.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY461301
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	916788
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	38
<b>Number of children on roll</b>	61
<b>Name of provider</b>	Holly Grange Montessori Nursery (Cuddington) Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01606889888

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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