

Inspection of Growing Minds Montessori Childcare - Tarporley

School House Nursery, Chester Road, Kelsall, Tarporley CW6 0ST

Inspection date:

19 September 2025

Overall effectiveness

Requires improvement

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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

The provider has addressed the actions that were raised at the last inspection, to improve the safeguarding procedures, successfully. Leaders have not implemented all intended improvements to the nursery due to recent changes to staffing. They have designed an ambitious curriculum, but the vision for children's learning is not fully embedded. Leaders have started to work alongside the staff team to support them in their roles. However, leaders checks on staff's work with children are in their infancy. This means that that there are inconsistencies in the delivery of the curriculum and staff practice. Children's progress is not promoted as well as possible. Leaders have successfully implemented some areas of the curriculum more effectively. For example, staff promote children's independence from an early age. Staff encourage children to put on their own shoes and coats. Children confidently pour their own drinks and leaders encourage them to have a go at cutting up their own food. Children develop confidence in their own abilities because of staff's helpful encouragement.

Children enter this small, homely nursery eagerly. Although the team is relatively new, they have formed strong bonds with the children. Children explore the environment confidently and proudly show off photographs of themselves with their family pets. Staff implement a calm and consistent approach to supporting children to understand the expectations. Children respond well to the reminders from staff and show a sense of pride as they help to tidy up the resources. Staff model respectful behaviour and encourage children to use manners throughout the day. Children demonstrate these manners as they thank the chef for their lunch.

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

- Leaders have improved the assessment procedures and have a clear understanding of all children's next steps. However, not all staff are clear about children's individual next steps, meaning that children do not consistently have access to activities and interactions that specifically build on their skills and knowledge.
- Leaders have plans in place to drive improvements and staff feel supported in their roles. Leaders have introduced new systems to target staff training needs more effectively. However, the new systems for monitoring and responding to inconsistencies in practice are still in their infancy. As a result, the quality of practice throughout the setting is variable.
- Staff know children's interests well. This helps them to provide some activities that children enjoy. As children climb up the slide outside, staff play alongside them and encourage them to use their imagination. Children giggle as they 'go on an adventure to the zoo'. They pretend to start the engine and waddle like a penguin. These experiences help children to make some progress in their

development.

- Partnerships with parents are strong. Parents value the loving relationships that staff have formed with their children. The frequent two-way flow of information with parents allows staff to share key updates and to gather information about children's families and interests. Parents have noticed particular progress with regards to their children's independence since they have started attending the nursery.
- Staff provide children with many interesting opportunities to develop their fine motor skills. Staff provide creative materials for children to glue and stick. Children use impressive cutting skills as they make plane models that they then throw in the wind. These meaningful experiences help to build children's fine motor control and hand-eye coordination. However, at times, staff do not consider the organisation of these activities, such as noise levels and space. This impacts on some children's engagement in these activities.
- Staff provide children with access to a wide range of books to enhance their learning. Children spend time looking at books independently and some staff read aloud to children in a way that engages them in the story. They pause to allow the children to talk about what they can see. Children pretend to be a frog as they see one on the page. Leaders value these experiences in supporting children to develop a love of books.
- Staff skilfully identify and provide some spontaneous learning opportunities that arise. For example, as children post balls down pipes, they encourage them to count each one. Children then use these counting skills as they count how many placemats they need at lunchtime. Such opportunities support children's early mathematical thinking.
- Children are provided with healthy meals and daily fresh air and physical play. Staff regularly model the importance of keeping hydrated. Children independently look in the mirror to wipe their own noses when needed. Leaders have improved the hand hygiene practices throughout the nursery. Children learn how to lead a healthy lifestyle.

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
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ensure a well-sequenced curriculum that clearly identifies the intentions for children's learning is in place to promote children's development.	30/10/2025
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To further improve the quality of the early years provision, the provider should:

- support staff to develop high-quality interactions to support children's learning and development
- target staff induction and monitoring of practice more effectively to focus on addressing inconsistencies in practice.

Setting details

Unique reference number	2726132
Local authority	Cheshire West and Chester
Inspection number	10410915
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	34
Number of children on roll	7
Name of registered person	Growing Minds Childcare Ltd
Registered person unique reference number	RP561957
Telephone number	01829 863266
Date of previous inspection	30 May 2025

Information about this early years setting

Growing Minds Montessori Childcare - Tarporley registered in 2023 and is situated in Tarporley, Cheshire. The nursery employs five members of childcare staff, three of whom hold an appropriate early years qualification at level 2 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 7pm. The nursery offers government funded places for children aged nine months to four years.

Information about this inspection

Inspector

Rebecca Weston

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager, who is also the nominated individual, joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children communicated with the inspector during the inspection.
- The inspector held discussions with the manager to assess the effectiveness of leadership and management.
- The manager provided the inspector with a sample of key documentation on request, including documentation to demonstrate the suitability of staff.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.
- The manager and the inspector carried out a joint observation of a group activity.

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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