

Inspection of Holly Grange Montessori Nursery (Sandbach) Ltd

Holly Grange Montessori, 32 Crewe Road, Sandbach CW11 4NE

Inspection date: 22 August 2024

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Outstanding

Leadership and management

Good

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

All children thrive at this calm and friendly setting. The well-embedded curriculum is planned with the highest priority given to promoting children's personal, social and emotional development. All children, including those who have lower starting points than others, make exceptional progress in this area of learning. Staff build highly effective bonds with parents and children. They consider children's differing backgrounds and experiences when planning and delivering the curriculum. Staff are highly successful in enabling children to develop their talents and interests. For example, pre-school children are delighted as they teach their friends the rules of board games that they enjoy at home.

Children's developing independence is supported extremely effectively throughout the setting. For example, very young children make choices from a selection of easily accessible equipment. Toddlers learn to serve their own food. By the time that children enter the pre-school room they show extremely high levels of confidence and independence. They successfully manage their own hygiene needs and demonstrate a considerable understanding of how to keep themselves healthy.

Children show respect and kindness for others. It is evident that children feel safe, secure and happy as they greet their friends and work together. Staff talk to children about good behaviour. For example, they praise children for sharing and waiting for their friends. Children show a good understanding of the expected behaviours, and they consider their friends' feelings. Behaviour is good.

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

- The provider is highly successful at giving children learning experiences to promote their understanding of the world they live in. Children skilfully explain how their family fits into the community and wider world. Children demonstrate excellent knowledge of how to care for the planet. For example, they discuss the importance of recycling water to water the vegetables they are growing. Opportunities such as these are highly successful at building children's knowledge of the world in which they live.
- Children are physically active. For example, staff support them to climb trees and collect apples. Children build their strength and large muscles. They develop finger dexterity as they carefully chop the apples and manipulate ingredients to make a crumble. In addition, staff use these learning opportunities to teach children about risk and keeping themselves safe. For example, children consider how far they can safely stretch as they climb and reach for apples. Children develop their physical skills and begin to enhance their awareness of risks.
- The curriculum is planned to support children's language and communication development. For example, staff help children to progress from one word to two-

and three-word sentences. That said, staff occasionally implement quieter activities close to noisier areas of the environment. This means that children sometimes struggle to listen and lose attention. At these times, children's communication and language skills are less effectively supported.

- Staff are generally skilful in their interactions and children make good progress. However, at times, some staff do not know when best to intervene in children's learning to enhance their experiences. They sometimes interrupt children's concentration when deeply involved in testing out their ideas and applying their previous learning. On these occasions, children lose interest in what they are doing and move away.
- Staff are swift to identify gaps in children's learning. They plan and implement strategies to support children to make good progress. Parents talk about and value the support they receive to help them to extend their child's learning at home. This helps to provide a consistent approach to children's learning. Parents say this helps their children to 'flourish'. Children, including those with special educational needs and/ or disabilities, make good progress.
- Behaviour is good. There is an ethos of care, kindness and respect throughout the setting. Staff support children to negotiate, solve problems and work together. For example, children negotiate and share ideas when considering the best way to fit blocks together in the correct sequence. Children learn the benefit of patience and teamwork. This helps children to develop positive attitudes towards their learning.
- Staff are supported effectively. Their well-being is a high priority. For example, staff have dedicated time to develop their knowledge through training or research. Individual development or good practice is noted and rewarded. This helps to build staff knowledge. Staff are motivated and enthusiastic.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- carefully consider where quieter activities are implemented in order to best support children's developing communication and language skills
- support staff to recognise when best to intervene and enhance children's learning so that children are given time to test out their ideas and apply their previous learning.

Setting details

Unique reference number	2674960
Local authority	Cheshire East
Inspection number	10350707
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	1 to 4
Total number of places	75
Number of children on roll	122
Name of registered person	Holly Grange Montessori Nursery (Sandbach) Limited
Registered person unique reference number	2674959
Telephone number	01270767551
Date of previous inspection	Not applicable

Information about this early years setting

Holly Grange Montessori Nursery (Sandbach) Ltd registered in 2022 and is located in Sandbach, Cheshire East. It employs twenty-three members of childcare staff, of whom one has an appropriate childcare qualification at level 6 with early years teacher status, seven at level 6 with qualified teacher status, and eleven at level 3 or above. The setting opens Monday to Friday 7.30am to 6pm all year round, with the exception of bank holidays and Christmas. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Richards

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The manager and the inspector carried out a joint observation during lunchtime.
- 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.

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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