

Inspection of Rigg Farm Montessori Nursery

Rigg Farm, Beckwithshaw, HARROGATE, North Yorkshire HG3 1QY

Inspection date: 14 June 2024

Overall effectiveness	Outstanding
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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

Children are happy and vibrant as they enter the nursery. They show eagerness and enthusiasm about their learning and are very keen to participate in all activities that are available. Children thrive in this highly inviting and stimulating environment. Children's learning and next steps planning are tailored to their individual needs and capabilities, including individual learning plans. Children acquire appropriate skills for their transition to school very well.

Children benefit from a highly ambitious curriculum that incorporates the seven areas of early learning and the Montessori approach. Children are encouraged to become independent. For example, they contribute to tidying up and clearing away after activities, pour their own drinks and chop their own fruit at snack time. All children in the nursery are encouraged to learn about different living environments and activities are linked to these. For example, children learn about the ocean and the marine animals and wildlife that live there and engage in conversations that involve words such as 'biomes'.

Inclusive practice is excellent and the provision for children with special educational needs and/or disabilities (SEND) is exceptional. Staff ensure that their collaboration with parents is a primary focus to support the children in their care. Children develop close attachments to the caring and nurturing staff team. This demonstrates that they feel safe and secure at the nursery. Staff ensure children know the expectations of the nursery. Children behave remarkably well and make strong friendships with each other.

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

- Staff present and organise the nursery in a way that supports children's learning and takes account of children's capabilities. Resources and equipment are appropriate for promoting children's learning and development. Children have the opportunity to understand and learn about animals and the care they need. For example, staff help children to follow a daily routine of feeding the farm animals in pens and connected fields that form part of the outdoor provision. Children make excellent progress and show exceptional communication and language skills. For example, they use words such as 'environment', 'mammals' and 'snorkelling' when talking about the ocean.
- Children are fully engrossed in their learning. Staff position themselves in and around the nursery to support and facilitate children's learning. The dedicated staff team refers to planning before delivering activities and takes account of children's capabilities when planning these. This enables staff to tailor activities to children's individual abilities that challenge their development. Children are encouraged to practise the skills they have developed to embed their learning

and promote self-confidence. Staff are calm and use excellent language when supporting children with their learning.

- The nursery is highly inclusive. Staff are very quick to identify children's individual needs and seek additional support where necessary. Children with SEND excel in their development. Staff work in partnership with other professionals and help children focus their learning. Children who arrive at the nursery with low speech, language and social skills make remarkable progress as staff provide additional one-to-one speech and language support that promotes development.
- Staff are highly motivated to work consistently with parents to ensure that children are supported. For example, parents are able to spend time in the nursery to observe their children and contribute to their learning. This also supports parents' awareness of their children's development. Parents are extremely happy with the nursery and the progress their children are making.
- Children are encouraged to become independent learners. They show maturity when asked to be 'helper of the day', which involves helping staff to set the tables for lunch and prepare the area for snack time. Children are able to select activities at will and apply themselves to these with determination until they have achieved their goal.
- Children's behaviour is exceptional and they show excellent manners towards staff and each other. Children support one another in their learning and discuss strategies for accomplishment. For example, children work together and talk about where particular pieces of a puzzle should be placed to achieve their desired structure.
- Leaders and managers use highly effective communication to support staff in their role in facilitating children's education. This ensures that staff know what is expected of them. Leaders and managers have excellent strategies to support staff engagement and provide ongoing opportunities for staff training and development.

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	400409
Local authority	North Yorkshire
Inspection number	10339376
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	28
Name of registered person	Micallef, Theresa
Registered person unique reference number	RP904284
Telephone number	01423 525263
Date of previous inspection	13 July 2018

Information about this early years setting

Rigg Farm Montessori Nursery registered in 1994 and is located in Harrogate. The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday, from 9.15am to 4pm, during term time. A summer scheme runs from 9.15am to 4pm for two weeks in the school holidays for children up to the age of eight years. The nursery provides funded early education for two-, three- and four-year-old children. The nursery follows the Montessori philosophy of education.

Information about this inspection

Inspector

Marie Briggs

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 provider.
- 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 observed the interactions between staff and children.
- 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 to several parents during the inspection and took account of their views.
- Children spoke to the inspector about what they enjoy doing while in the nursery.
- The manager and the inspector carried out a joint observation of activities being delivered to children to promote learning.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.

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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