

# Inspection of Park Avenue Montessori Nursery

12 Park Avenue, SALE M33 6HE

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Inspection date: 10 July 2025

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

Staff create a nurturing and respectful environment. Children feel emotionally secure. Staff support children to settle easily into the setting. Children quickly build trust in staff and feel confident in the setting. Staff embed physical development into purposeful, everyday routines that reflect the Montessori ethos. Children use real tools, such as graters with chalk, to make paint. These carefully designed experiences help children to use a range of equipment competently.

The nursery implements a sequenced curriculum that is ambitious for all children. Staff use Montessori materials, such as rolling marbles down wooden structures to allow children to explore what will happen and learn from trial and error. Children are engrossed in their play and make good progress from their individual starting points. Staff promote positive attitudes to learning. They encourage children to take ownership of the environment and follow their own interests. Children independently select resources from labelled shelves. They use mats to define their workspace and return materials when finished. This approach helps children to become focused, motivated and proud of their achievements.

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

- Staff provide effective support for children with special educational needs and/or disabilities through individualised approaches and thoughtful adaptations. Children use specialist equipment, such as supportive seating or sensory tools, to help them participate fully in daily routines and activities. This enables children to access learning successfully and feel confident in their environment.
- Staff and leaders engage in peer observations to improve the quality of their practice. However, they do not always focus sharply on the specific details of staff's interactions that can be improved. This means there are some aspects of teaching that do not consistently extend children's thinking skills.
- Staff prepare children well for their next stage in learning. They build children's independence and resilience. Children learn to serve food, manage their belongings and make choices about their learning. This helps children to develop confidence in their own abilities.
- Staff sequence the curriculum for communication and language effectively. They introduce vocabulary through the use of real-life tools. Children learn about utensils such as whisks, juicers, pestles and mortars. Children confidently use a range of words to describe the items they are using.
- Staff implement an effective educational programme to enhance children's personal, social and emotional development. The structured Montessori approach helps children to understand what is expected from them. It supports children to take responsibility for their actions. Children listen attentively and follow instructions. They wait their turn and help to tidy shared spaces. Children

demonstrate self-control and behave very well.

- Information shared with parents is often detailed and supportive. It helps many families to feel well informed about their child's care and development. However, some updates, particularly around individual care routines or support strategies, are not always communicated clearly. On these occasions, parents do not have full information about their children's day.
- Staff teach children about the world around them. Children explore different cultures through food, books and festivals. They taste Greek moussaka and learn about the Mandarin language. Children develop cultural awareness and value differences.
- Staff support children's physical development well through a wide range of activities. Children use tweezers, pour water out of jugs and dig in the garden. They take part in a weekly sports session led by a visiting coach, where they practise movement, coordination and teamwork. Children develop competence in using their fine and gross motor skills.
- The nursery builds strong links with external professionals and other settings. Staff communicate regularly with a range of other professionals to coordinate plans and ensure smooth transitions. This joined-up approach helps children to receive consistent support.

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

- strengthen supervision processes, to focus more precisely on how teaching strategies can be improved
- improve communication with parents so that all key information about children's experiences is shared in a timely way.

## Setting details

|                                                    |                                        |
|----------------------------------------------------|----------------------------------------|
| <b>Unique reference number</b>                     | 2727430                                |
| <b>Local authority</b>                             | Trafford                               |
| <b>Inspection number</b>                           | 10394421                               |
| <b>Type of provision</b>                           | Childcare on non-domestic premises     |
| <b>Registers</b>                                   | Early Years Register                   |
| <b>Day care type</b>                               | Full day care                          |
| <b>Age range of children at time of inspection</b> | 0 to 4                                 |
| <b>Total number of places</b>                      | 55                                     |
| <b>Number of children on roll</b>                  | 85                                     |
| <b>Name of registered person</b>                   | Park Avenue Montessori Nursery Limited |
| <b>Registered person unique reference number</b>   | 2727431                                |
| <b>Telephone number</b>                            | 01619051315                            |
| <b>Date of previous inspection</b>                 | Not applicable                         |

## Information about this early years setting

Park Avenue Montessori Nursery registered in 2003. The nursery employs 16 members of childcare staff. Of these, 12 are qualified to level 3 or above, three are qualified to level 2 and one member of staff is unqualified. The setting opens from 7.45am until 6pm, Monday to Friday. The nursery provides government funded childcare.

## Information about this inspection

### Inspector

Joanne Ryan

## Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual, manager and area manager about the leadership and management of the setting.
- The inspector and manager carried out a joint observation of a group activity.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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