

Inspection of Mill Cottage Montessori School Day Care

Wakefield Road, Brighouse, West Yorkshire HD6 4HA

Inspection date: 5 March 2025

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 to arrive at this calm and caring setting. They thrive, supported by high-quality interactions from skilled and experienced practitioners. All practitioners share high expectations for what children can achieve and an in-depth knowledge of all children's capabilities. Parents have many opportunities to share their children's learning journey through regular events, such as a World Book Day coffee morning.

Practitioners actively encourage children to be independent. Children are confident as they access their own water and wash their pots in the low sinks. They love to sweep the floor after lunch and share the tasks. The behaviour of the children throughout the setting is exemplary. In all areas, children demonstrate high levels of respect for each other. This is role modelled by the friendly and considerate attitudes of the practitioners. Children are highly engaged in their learning due to this amazingly calm environment.

Children are excellent communicators. Babies are beginning to explore using animal sounds, while children in the pre-school group eagerly share their knowledge of volcanoes. All children are building strong foundations for future learning, enhanced by a rich set of experiences in the natural environment around them.

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

- Children are learning the independence and decision-making skills that they need in their future lives. They show confidence and resilience as they learn how to care for themselves and the world around them. Toddlers show high levels of independence as they set the table for an activity and fetch the resources from the cupboard. Children self-select resources. They are supported with quality interactions from practitioners, which builds on their learning. Children then place the resources back where they belong.
- The learning environment is highly effective. Children's behaviour is exemplary. Children are calm and considerate due to the excellent role modelling of practitioners. They are considerate to their peers and take turns in the activities. This results in high levels of engagement throughout the setting. Children are being well prepared for their next steps at school.
- Quality interactions with children are consistent throughout the setting. Practitioners have good knowledge of the unique needs of the children, and this is supported by an effective induction process. Staff state that they are well supported, and this results in a motivated and enthusiastic staff team. Children are provided with high-quality interactions that are child focused. This enhances children's learning and builds on their current knowledge.
- Children are learning to be healthy. Toddlers engage in a story that leads on to

an activity to promote dental health. This is supported by props throughout the setting, where children are seen to practise toothbrushing. Healthy lifestyles are also promoted as the children gather fruit and vegetables from the garden to cook and eat.

- All practitioners ensure that the curriculum continues to challenge children, builds on existing skills and widens their experience. Children learn about their amazing world, counting sticks in the forest area and learning about the planets. The impact of the curriculum is clear as the children share their embedded knowledge of the solar system.
- Leaders recognise the importance of staff well-being. They place high value on ensuring that practitioner's skills are recognised and developed through their reflective practice and excellent support system. Practitioners are therefore highly motivated, which further improves outcomes for children.
- Children with special educational needs and/or disabilities get the help and support they need. Practitioners have extensive knowledge of the professional support they can access to support children's needs. The setting works in partnership with parents, who feel well supported and have opportunities to share information and be involved in their children's learning. For example, activities are taken home to extend learning.
- Practitioners are exceptionally skilled at developing children's language and communication. They engage in ongoing dialogue with children during activities, using well-timed questions and providing time for children to voice their opinions, such as their favourite volcano 'Krakatoa'. The excellent modelling of language by practitioners supports children in possessing extensive vocabulary throughout the setting.

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	EY317102
Local authority	Calderdale
Inspection number	10375993
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 5
Total number of places	77
Number of children on roll	68
Name of registered person	Mill Cottage Montessori School Ltd
Registered person unique reference number	RP525943
Telephone number	01484 400500
Date of previous inspection	13 May 2019

Information about this early years setting

Mill Cottage Montessori School Day Care registered in 2005 and is located in Brighouse, West Yorkshire. It follows the educational philosophy of Montessori. The setting employs 12 members of staff. All staff hold appropriate early years qualifications at level 2 or above. A number of staff hold qualified teacher status and early years teacher status. The setting opens Monday to Friday from 7.30am to 6pm, all year round. It offers the government funded places for childcare.

Information about this inspection

Inspector
Debbie Crookes

Inspection activities

- The nominated person completed a learning walk with the inspector where she explained the skills and knowledge she wanted children to know.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector spoke to the senior team, practitioners and the children during the inspection.
- The inspector and the manager carried out a joint observation, evaluating the quality of education during an 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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