

Inspection of Wirral Montessori Nursery

20 Balls Road, Prenton, Birkenhead CH43 5RE

Inspection date: 17 July 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are extremely happy, well cared for and genuinely excited to attend this nursery. Staff create a safe space where children feel confident to express themselves. Children quickly learn the daily routine and behavioural expectations. They make good progress in their learning from their starting points. Staff know their key children very well. They follow their interests and take these into account when planning interesting and engaging activities. Children demonstrate high levels of curiosity and resilience as they engage in a wide range of activities. They show confidence in making independent choices from the rich variety of resources available and take responsibility for tidying away when needed.

Children are kind, considerate and demonstrate strong social skills as they play cooperatively. They eagerly welcome others to join in with their activities. From the outset, staff set high expectations for children's behaviour. This contributes to creating a nurturing environment where each child feels valued. Children are respectful of others' personal space and chosen activities, showing awareness of boundaries and a willingness to include others in their play. Children behave well and consistently use language and good manners that they have learned.

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

- Children benefit from a unique and broad curriculum which is ambitious. Staff provide children with a stimulating and well-balanced curriculum that is thoughtfully sequenced to build on what children already know and can do. For example, children are fascinated as they explore flags from different countries. Staff use this opportunity to develop children's emerging awareness of countries beyond their own.
- Staff skilfully support children's early mathematics skills as they learn mathematical concepts. Children develop confidence in their early understanding of numbers, shapes and patterns using a range of resources. For example, older children enjoy playing a range of games which incorporate numbers. These experiences help give children a strong foundation and prepare them for school.
- Staff promote children's understanding of different cultures and diversity through a range of meaningful learning experiences. Children develop a broad awareness of the world around them as they learn about cultural festivals and traditions that reflect and celebrate their backgrounds and those of others.
- Children with special educational needs and/or disabilities and those who speak English as an additional language thrive in this inclusive setting. Staff swiftly identify any gaps in learning and provide tailored interventions, including one-to-one support, to meet individual needs. Staff communicate clearly, using gestures and allowing time for children to process information. As a result, children who speak English as an additional language make good progress in developing their

communication skills.

- Overall, managers provide effective support to staff. They observe and meet with staff to offer ongoing supervision and to support them in their role. Staff complete mandatory training to ensure that they remain up to date. That said, further professional development opportunities are not precisely targeted for each member of staff to help them enhance their knowledge and skills further.
- Staff encourage children to develop independence and learn about healthy lifestyles. For example, children confidently handle their self-care needs, washing hands appropriately before and after mealtimes and managing their personal hygiene routines. They help themselves to healthy snacks and enjoy eating with friends in a relaxed, social environment. Staff engage them in discussions about healthy eating, supporting their understanding of nutrition and well-being.
- Staff foster positive parent partnerships. Parents are extremely complimentary of the nursery and cannot speak more highly about the care their children receive. Parents describe the nursery as a 'home from home'. Parents are invited into the nursery to take part in activities such as 'stay and play' afternoons. Staff share information with parents through daily conversations. However, this information does not always help parents know what their children's next steps in learning are or how to support them at home.
- Partnerships with local schools and other providers are well established. Staff share relevant information with them to ensure other professionals are fully informed about children's individual needs. This helps to ensure a smooth transition between settings when the time comes.

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:

- support professional development precisely for all staff to further enhance their skills and knowledge
- strengthen communication with parents so that all parents understand how they can best support their child's learning at home.

Setting details

Unique reference number	EY545699
Local authority	Wirral
Inspection number	10394643
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	30
Name of registered person	Wirral Montessori Ltd
Registered person unique reference number	RP545698
Telephone number	01513639330
Date of previous inspection	17 September 2019

Information about this early years setting

Wirral Montessori Nursery registered in 2017. It employs four members of childcare staff. Of these, one holds qualified teacher status and three have early years qualifications at levels 2 or 3. The nursery opens for 38 weeks of the year. It is open on Monday to Friday from 8am until 5pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Michael Forber

Inspection activities

- 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 talked to staff at appropriate times during the inspection and took account of their views.
- The manager and the inspector discussed how they organise the early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children communicated with the inspector during the inspection.
- The inspector and manager carried out a joint observation of a group activity.
- The inspector spoke to several 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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