

York Montessori Nursery Ltd



Logistics House, 33 Hospital Fields Road, Fulford Industrial Estate, York, YO10 4DZ

Inspection date

9 March 2015

Previous inspection date

3 May 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff have a good knowledge and understanding of how to effectively safeguard children and provide a safe and secure environment for them.
- Staff plan and implement a broad range of rich and imaginative experiences that children enjoy. The quality of teaching is good and some practice is outstanding. As a result, all children make good progress in their learning.
- The key person system supports children's well-being extremely well. This is because staff give children time to settle in and choose a key person at their own pace.
- The well-resourced environment and highly organised daily routines fully promote children's independence and cooperation. Children are supported skilfully by staff and very quickly learn to share, take turns and do things for themselves.
- Leadership and management are strong. Staff are given access to a wide range of opportunities to continue their professional development. As a result, staff are well-qualified in their roles and have excellent knowledge and understanding of the Early Years Foundation Stage.
- The provider, manager and staff regularly review and reflect on provision to drive improvement forward. This ensures that they provide high-quality learning for children and their families.

It is not yet outstanding because:

- Occasionally, staff do not respond appropriately when younger children show an interest in playing with resources that are not freely available.
- Some aspects of partnership working are not fully developed, as staff do not work with all other settings that children attend.

What the setting needs to do to improve further

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

- build on the good and outstanding teaching to make sure that staff always respond appropriately when younger children's interests or needs change for example, when they show an interest in playing with water
- extend partnership working so that information about children's learning and development is regularly exchanged with other providers to ensure a consistent, shared approach is maximised.

Inspection activities

- The inspector had a tour of the nursery.
- The inspector spoke with children and observed them during their play and activities in the indoor and adjoining outdoor areas.
- The inspector looked at children's assessment records, a range of policies and procedures and evidence of staff qualifications.
- The inspector took account of the views of parents spoken to on the day and through written feedback.
- The inspector checked evidence of suitability of staff working with children and the provider's self-evaluation form.
- The inspector carried out a joint observation with the deputy manager.

Inspector

Jill Roberts

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Parents and staff combine well in their close working relationship to meet children's needs. For example, staff observe and make assessments of children's progress. This information is shared through an online system with parents. This means that parents can see how well their children are progressing. They can then add information about their children's learning at home. Children who speak English as an additional language are well-supported in the nursery. Children learn simple songs in different languages. Parents provide key words to ensure that the child's home language is promoted by staff. Children have lots of fun and take part in a wide range of activities, indoors and outdoors which fully promote their learning and development. For example, older children take it in turns to accompany staff on the weekly shopping trip to the local farm shop. They choose fruit and vegetables for the week. This provides children with rich experiences, such as learning about where food comes from and how it grows. However, on occasions staff do not respond quickly to younger children's changing interests by providing activities, such as water play to maximise their exploration.

The contribution of the early years provision to the well-being of children is good

Children build close attachments with staff who are caring and supportive towards them. As a result, children are confident and well-motivated in their environment. Children enjoy taking responsibility in their daily routines and activities. They eagerly help staff to get the table ready at lunchtime. Children put resources away when they have finished with them and enjoy tidying the mud garden in the outdoor area. During these tasks, children develop their physical skills as they sweep the muddy floor, pour drinks and wash up their plates after lunch. Children benefit from rich outdoor experiences, such as, regular visits to the local forest school and nearby park. They look for signs of spring and staff teach them to care for their environment. Children understand the importance of washing their hands before snack and mealtimes because staff use these as opportunities to teach children about personal hygiene. Staff prepare children well for the next stage in their learning, particularly for school.

The effectiveness of the leadership and management of the early years provision is good

Partnerships with parents are very well established. Staff welcome parents into the nursery for a variety of reasons, such as to read stories to children. Den building sessions encourage dads to become involved in and find out more about, play and learning in the outdoor environment. Staff also communicate very well with parents through daily discussions, activity boards and individual diaries. This collaborative working means that children's needs are very well met. However, some aspects of partnership working are not fully developed. Staff do not always share information and discuss children's learning and development with other settings that children attend. This means that opportunities to ensure a consistent, shared approach are not fully in place.

Setting details

Unique reference number	EY364167
Local authority	York
Inspection number	863804
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	69
Number of children on roll	106
Name of provider	York Montessori Nursery Ltd
Date of previous inspection	3 May 2011
Telephone number	01904 642666

The York Montessori Nursery was registered in 2007 and follows the Montessori ethos. The nursery employs 19 members of childcare staff who all hold appropriate early years qualifications. Two members of staff hold Early Years Professional Status, two are Early Years Teachers and one has Qualified Teacher Status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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