

Montessori Baby Unit And Nursery

Leicester Montessori School, 190 London Road, Leicester, LE2 1ND



Inspection date

6 December 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders oversee a well-organised range of policies and records. This helps to secure the safe and effective management of the provision.
- Partnership with parents is strong. Parents comment on having good levels of communication with staff.
- Children are interested in their learning and show high levels of concentration.
- Staff are good role models for children. They provide a well-structured learning environment, which encourages children to self-select and learn purposefully.
- Staff are friendly and welcoming. There are very positive relationships between adults and children throughout. Children show pleasure in their achievements.
- Children are adept with their social behaviour. Children take turns, work cooperatively and are kind to each other.

It is not yet outstanding because:

- Staff do not always make use of relevant opportunities where they can model language or use commentary to support the development of speech for younger children.
- The next steps of learning for older children are not consistently linked to all areas of learning.
- The arrangements to observe and develop of the quality of teaching are not yet fully implemented.

What the setting needs to do to improve further

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

- further improve the quality of teaching to support the development of children's speech and language
- continue to develop the identification of children's next steps so that, where relevant, they encompass a full balance of the areas of learning
- further embed the system for monitoring and developing the quality of teaching.

Inspection activities

- The inspector observed activities in the children's group rooms and outdoor play area.
- The inspector looked at the systems for supporting children's learning and development.
- The inspector had discussions with parents.
- The inspector completed a joint observation with the manager.
- The inspector looked at various records, including evidence of staff suitability, children's attendance, and risk assessments, and a range of policies and procedures.
- The inspector had discussion with the managers and staff within the setting.

Inspector

Mark Evans

Inspection findings

Effectiveness of the leadership and management is good

Managers have individual supervision meetings with staff, which provide effective opportunities to discuss children's development and well-being. The manager has good insight into the quality of teaching when evaluating staff practice. However, the system for monitoring the quality of teaching is not yet firmly embedded. Staff undergo training to maintain and improve the quality of their work. The provider organises group training events for staff, for example, child protection. The arrangements for safeguarding are effective. Staff have sound knowledge of the types of abuse and indicators that may cause concern for a child's welfare. Management meetings are used to develop action plans to implement improvements. Policies are periodically reviewed and records are in good order, for example, the recruitment procedures and range of suitability checks for staff are robust.

Quality of teaching, learning and assessment is good

Children are cared for in a stimulating, learning environment. Children enthusiastically participate in small groups, taking turns to name wooden alphabet letter shapes, and to position them correctly within an insert board. Where a child is identified to need more specialist support, staff work effectively with relevant professionals to identify and implement achievable developmental targets. Staff and parents both contribute to observations of what children can do. Staff provide parents with information on children's next steps, to enable coordinated support for children's learning. Children enjoy regular outdoor experiences and show interest in natural elements of the outdoors, for example, exploring the feel and changes to ice, found on a cold day. Children can recognise familiar words, for example, their own name. They can hold a pencil appropriately and are able to form some letters freehand with good control.

Personal development, behaviour and welfare are good

Children are noticeably well behaved and interested in their play and learning while at the setting. They are patient and manage timely involvement within activities well. Children learn about how to keep themselves safe. They benefit from a healthy balanced range of meals and snacks. Children develop routines for personal hygiene to maintain good health, for example, brushing their teeth after meals. Staff exchange information with parents to meet with children's needs and enable continuity of care. Babies and young children develop emotional security, through strong attachments with the staff. This encourages them to become more confident to socialise and explore their environment.

Outcomes for children are good

Children are making good progress from their starting points. Older children show real interest in scribing with purpose, choosing to select their writing books and to record, with some assistance from staff, events and experiences at home. Positive attitudes to their learning and the development of self-help skills contribute effectively to children's school readiness and future education. Children understand the rules of social interaction, using this to extend their imaginative play, for example, making a cake out of building blocks, discussing the toppings, and sharing the cake.

Setting details

Unique reference number	EY538783
Local authority	Leicester City
Inspection number	1068322
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	50
Number of children on roll	40
Name of registered person	Sheila Dayah
Registered person unique reference number	RP538780
Date of previous inspection	Not applicable
Telephone number	0116 255 4442

Montessori Baby Unit and Nursery was re-registered in 2016. It is situated in purpose-built premises in the Victoria Park area of Leicester and is one of three nurseries owned by the provider. The nursery employs ten members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, and one has a level 6 qualification in Early Childhood Studies. Two members of staff are trained to deliver the Montessori method of teaching. The nursery opens Monday to Friday all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two, three and four year olds.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

