

# The Montessori Nurtury At Moortown

8 Shadwell Lane, Leeds, LS17 6DR



## Inspection date

11 September 2017

Previous inspection date

15 March 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	<b>Previous inspection:</b>	<b>Inadequate</b>	<b>4</b>
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

- Management and staff have worked hard to address the actions raised at the last inspection. They now have a secure understanding of safeguarding issues and their procedures for dealing with medication and accidents are robust. Staff ensure children are safe and they know what to do if they have any concerns about their welfare.
- Staff know the children very well and they provide a wide range of activities and resources to support them in making good progress. They are actively involved in children's play and they have positive interactions with children.
- Children are happy and settled at the setting. The learning environment for children is very calm. Children behave well and they are polite, kind and caring towards others.
- Management are supportive of staff's professional development. For example, supporting staff to complete both a forest school and Montessori teaching course.
- Staff work well with other agencies and professionals to support children who may need additional help and gaps in children's learning are narrowing quickly.
- Parent's comments about the service, quality of care and staff are positive. Children's views are respected. They share their ideas for activities and voted when deciding on a name for the nursery's sponsored donkey.

### It is not yet outstanding because:

- The planning for group activities does not always support and challenge children to progress to the highest level, especially for older and more able children.
- Information about children's learning and progress at home is not always used effectively to inform children's initial assessments.

## What the setting needs to do to improve further

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

- improve planning, especially for group activities, to ensure that activities offer appropriate challenge and support to all children taking part
- enhance children's initial assessments by utilising what parents can share about their child's learning and progress when they first start at the setting.

### Inspection activities

- The inspector observed activities in all playrooms as well as the outside play space.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager and nominated person.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the nursery and a range of other documentation, including policies, procedures and improvement planning documents.

### Inspector

Helen Blackburn

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. There have been a number of significant changes since the last inspection. There is now a detailed induction programme for all staff to ensure they are fully aware of their roles and responsibilities. To safeguard children, recruitment and vetting procedures are robust. Staff are very committed to achieving their aspirations and goals. They have clear action plans to support this. Management hold regular meetings with staff, they carry out regular observations, supervisions and appraisals to monitor their practice. They are currently working very hard to promote consistency across the team, especially in relation to children's learning records. Management have introduced a new system for monitoring different groups of children and they are using this well to identify and narrow gaps in children's learning. Staff supervise children's play and they effectively assess risks to ensure children play safely.

### Quality of teaching, learning and assessment is good

Following the last inspection, staff now regularly observe children's play and use their observations to assess what children can do. Staff have a clear understanding of children's individual needs. Overall, they plan for these well. However, on occasion, especially during group activities, older and more able children are not always challenged to the highest level. Children are very busy and they are engrossed in their play. Babies babble with excitement when looking at the picture books. Younger children confidently engage in conversations and they eagerly talk about their clay models. Older children concentrate well and they successfully complete tasks, such as their jigsaws. All children show high levels of independence and an eagerness to learn.

### Personal development, behaviour and welfare are good

All children are now assigned a key person who works well with parents to meet children's individual needs. This includes gathering good information from parents about children's care needs and routines. Children feel safe and settled and they confidently enter the nursery. However, staff are not always utilising what parents know about their child's learning at home, when assessing children's starting points. Children's health is promoted well. The nursery menu includes a wide variety of freshly made, healthy and nutritious meals and snacks. All children enjoy the benefits of being outdoors. Older children have great fun as they splash in puddles, climb and ride bikes and babies enjoy a walk to collect leaves.

### Outcomes for children are good

Children make good progress in their learning. They are developing the skills they need for school, especially in relation to their behaviour, social skills and eagerness to learn. However, because older and more able children are not always challenged and information from parents is not yet utilised, progress is not as rapid as it could be. Older children use their imagination as they pretend to make a train on the climbing frame. Younger children develop their literacy skills as they explore the marks they make with the chalk. Babies have the space and freedom to develop their physical skills.

## Setting details

<b>Unique reference number</b>	EY492250
<b>Local authority</b>	Leeds
<b>Inspection number</b>	1098397
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	110
<b>Number of children on roll</b>	119
<b>Name of registered person</b>	York Montessori Nursery Ltd
<b>Registered person unique reference number</b>	RP903544
<b>Date of previous inspection</b>	15 March 2017
<b>Telephone number</b>	0113 268 6141

The Montessori Nurtury At Moortown was registered in 2015 and is managed by York Montessori Nursery Limited. The setting employs 23 members of childcare staff. Of these, all staff hold appropriate early years qualifications at level 2, 3 or above, including two members of staff who hold early years teacher status and two members of staff who hold qualified teacher status. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The setting provides funded early education for two-, three- and four-year-old children.

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