

Stoneygate Montessori Nursery

279 London Road, Leicester LE2 3BE



Inspection date

23 August 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision

This inspection:

Good

2

Previous inspection:

Not applicable

Effectiveness of 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

The provision is good

- Self-evaluation is effective. The manager gathers the views about the provision from parents, staff and children. Recent changes to resources in the baby room offers children more opportunities to learn about different textures.
- The manager monitors the progress made by individual and groups of children. This helps her to identify and speak to staff about providing more opportunities for children to develop their understanding of technology.
- Staff greet children warmly and exchange information with parents about babies and children's care routines at home. Parents are effectively informed about their children's day. They access an electronic system that shows observations of children playing.
- Staff manage the transition well when children move rooms in the nursery. They go with children for visits to the next room and invite parents to help their children with the changes they face. For example, by spending time in the room with them until they are emotionally secure.
- Outdoors, children have plenty of opportunities to develop their learning, especially those children who prefer to learn outdoors. Children are physically active and make good progress in their learning.

It is not yet outstanding because:

- Occasionally, staff do not always put enough thought into how babies and young children can participate fully in all activities to help them extend their listening and attention skills to a higher level.
- The manager has not yet precisely focused staffs professional development on acquiring the knowledge and skills to help raise the quality of their teaching even further.

What the setting needs to do to improve further

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

- consider the different ways that babies and young children can be involved in activities to develop their listening and attention skills to a higher level
- focus professional development more precisely to help raise the quality of teaching even higher and to provide children with opportunities to make better than good progress in their learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Hayley Ruane

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff know their responsibilities to keep children safe. The manager checks staffs knowledge and understanding of child protection. For example, she regularly asks them about circumstances that could suggest children are at significant risk of harm. Staff assess the environment for risks and remove any identified hazards. They promote the safe use of mobile phones and cameras. The manager monitors children's attendance and has measures in place for if other people collect children from the nursery. This helps to promote children's safety. The manager invites teachers to speak to children's key persons about children's individual needs and learning before they move on to school. This provides a united approach to complementing children's learning experiences. Staff attend supervision and appraisal meetings with the manager to reflect on their practice.

Quality of teaching, learning and assessment is good

Staff observe and monitor children's learning. They find out about children's interests and follow children's lead in play. Older children have a good imagination. Staff ask children a good range of questions that encourage them to talk confidently about what they are doing. For example, when children pretend to make a birthday cake for their toy bear, staff ask children how old the bear is. Children make good progress in their communication and language skills. Staff encourage children to develop their mathematical skills. Children use numbers in their play and explore pouring and measuring when they use cups and spoons. Staff provide opportunities for parents to be involved in their children's learning at home. They offer story books for children to borrow that help to develop their literacy skills.

Personal development, behaviour and welfare are good

Children learn about their local community. The manager invites staff, parents and children to attend outings to farms and zoos to extend children's learning experiences. The key-person system is effective and children ask for staff when they arrive in the morning. Parents comment on how their children 'cuddle' their key person. Children demonstrate their independence when they serve themselves meals and select resources to promote their interests. Staff give children plenty of praise and encouragement. For example, they say 'well done' and clap their hands to praise children's achievements. Rules and boundaries are in place and staff remind older children about these during the day, promoting positive behaviour.

Outcomes for children are good

Children are at their appropriate stage of development for their age and are making good progress. Babies demonstrate an awareness of self-care routines. For example, when they play with a comb, they go to staff to brush their hair. Older children demonstrate a good understanding of others needs and dietary requirements. They tell staff that their mummy will get 'poorly' if they drink milk and that they drink a 'different kind of milk'. Children learn key skills in readiness for their move on to school.

Setting details

Unique reference number	EY538782
Local authority	Leicester
Inspection number	10059944
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	38
Number of children on roll	21
Name of registered person	Dayah, Sheila
Registered person unique reference number	RP538780
Date of previous inspection	Not applicable
Telephone number	01162706662

Stoneygate Montessori Nursery registered in 2016. The nursery employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and one at level 5. The nursery opens from 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-old children.

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