

# Lamb Setts Montessori Nursery School and Out Of School Club



c/o Lamb Setts Montessori Nursery, 26-28 Chapel Street, Mosborough,  
Sheffield, South Yorkshire S20 5BT

<b>Inspection date</b>	17 September 2018
Previous inspection date	14 October 2014

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

- Children make steady progress, and any gaps in their development are addressed effectively. This includes working in multi-agency partnerships to support children who have special educational needs or disabilities.
- The recently developed outside play area offers children many opportunities for exploratory and imaginative play with a range of open ended, natural resources.
- Staff's knowledge and understanding of safeguarding matters is sound. This includes recognition of concerns, effective reporting procedures and appropriate referral processes.
- The leadership and management team demonstrate and describe aspirations to continuously improve the setting, and have clearly identified areas for development.
- Arrangements for children's transitions to, from and within the setting are effectively planned. As a result, children and their parents feel well supported at times of change.
- Parents speak positively about the setting. They say they feel well informed about what their children do at nursery, and they recognise the input the nursery has made towards their children's good progress.

### It is not yet outstanding because:

- Occasionally, staff do not recognise all possible hazards in the outdoor area.
- Routines are not always sufficiently flexible to support children's individual needs.
- Some younger children are not fully involved in the social aspect of meal times, and do not have opportunities to develop their independence.

## **What the setting needs to do to improve further**

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

- Strengthen the current arrangements for risk assessments to ensure that staff identify all possible hazards in the outdoor area.
- Develop routines so that they are highly responsive to children's individual needs.
- Promote opportunities for all children to develop independence, social skills and problem solving abilities.

### **Inspection activities**

- The inspectors observed children in all areas of the setting, inside and outside.
- The inspectors spoke with children, parents and staff at appropriate times throughout the day.
- The manager and one inspector undertook joint observations of teaching and learning.
- The manager met with one inspector and discussed the leadership and management arrangements.
- The inspectors viewed various documentation including children's assessments, individual support plans, policies and procedures, and records of staff training and development.

#### **Inspectors**

Louise Goodger  
Sarah Dimsdale

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good knowledge and understanding of how to keep children safe. For example, they are clear on the procedures for whistleblowing and reporting safeguarding concerns. In addition, the manager has worked very closely with other agencies to identify and action, identified areas for improvement with regard to safeguarding children. There are clear risk assessments in place which help to ensure that the premises are safe. However, these could be strengthened to ensure that staff identify all possible hazards in the outdoor area. Staff receive good opportunities to attend regular training. This is complemented further, by an effective programme of professional development and the clear improvement plans for the nursery. As a result, staff's practice with the children is good and continues to improve.

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

Staff work together to plan and develop interesting and exciting activities for the children. These plans are flexible to allow for children's interests, and therefore children remain interested, and keen to join in. Staff revisit previous activities to consolidate children's learning. Observations and assessments of children are moderated to ensure these are accurate. These are then used to make sure that activities remain consistently challenging for each child. Older children enjoy being involved in serving their own food and drinks, and sitting and talking together at mealtimes. However, this practice is not always followed for the younger children in the setting. The newly developed outside area offers children the chance to explore the natural environment and develop their imaginative play. For example, one child collects pine needles in a bowl and mixes them to make 'dinner', while another pretends that a stick she has found is a snake.

### Personal development, behaviour and welfare are good

Staff work closely with children to devise, and consistently implement clear boundaries and rules at the nursery. This promotes children's good behaviour. Staff have developed warm and responsive relationships with the children in their care. This supports children's emotional wellbeing. However, recent changes to the key-person system means that occasionally, routines are not always flexible. Children receive good opportunities to explore and celebrate each other's differences and similarities. Consequently, they develop a good understanding of the wider world. Children learn about the importance of healthy lifestyles and thoroughly enjoy the healthy snacks and meals on offer at the nursery.

### Outcomes for children are good

Children are making good progress because the quality of teaching is good. The setting has effective processes for offering additional support to children who have special educational needs or disabilities. This includes individual support plans, strong partnerships with parents, and the involvement of other agencies where this is appropriate. Parents report that they feel well supported by knowledgeable staff who tell them about the progress their children are making. They told us that their children are happy at the nursery. Children leave the setting well prepared for school.

## Setting details

<b>Unique reference number</b>	EY216890
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10079049
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Lamb Setts Nursery Partnership
<b>Registered person unique reference number</b>	RP521003
<b>Date of previous inspection</b>	14 October 2014
<b>Telephone number</b>	0114 248 6960

Lamb Setts Montessori Nursery School and Out of School Club was registered in 1994 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is situated in Mosborough, Sheffield. The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 3, including one with Early Years Professional status. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery follows the Montessori teaching approach to learning.

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