

Montessori Baby Unit And Nursery

Flat, St. James Hall, St James Terrace, Leicester, Leicestershire LE2 1NA



Inspection date

30 January 2019

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Not applicable	4
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- The acting manager and staff working with children have a poor understanding of child protection and wider safeguarding issues. This lack of knowledge, together with there being no designated person responsible for safeguarding in the setting, significantly compromises children's welfare.
- Members of the leadership team do not ensure required records are accessible and available for inspection. They were unable to demonstrate that all persons working on the premises had completed the necessary suitability checks, and staff qualifications could not be verified. Procedures to follow in the event of an emergency are not in place. This means children's safety and well-being are not assured.
- Staff have a weak knowledge of the learning and development requirements. Observations and assessments of children's learning are not precise enough to ensure that all gaps in development are identified and quickly addressed. This results in children not making the progress they should.
- Staff do not plan stimulating indoor and outdoor activities that are closely linked to children's interests and next steps in learning. They do not use effective teaching methods to support children's progress or build on children's communication and language skills.
- Staff do not use daily routines and planned activities to support children's independent learning or personal development. Ways to involve parents in their children's learning are not effective.
- Children struggle to concentrate and become deeply involved in their learning. They lack motivation due to the poor play provision and over use of adult-led activities.

It has the following strengths

- Staff deploy themselves effectively to ensure children are safely supervised.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure a designated person who has attended a child protection training course is able to take the lead in the event of any safeguarding concerns	18/02/2019
plan and provide suitable training for all staff to ensure they develop a secure understanding of the possible signs of abuse and neglect, along with knowledge of wider safeguarding issues, and the procedures to follow in the event of a child protection concern	18/02/2019
devise and implement effective emergency evacuation procedures in the case of a fire or any other emergency	18/02/2019
ensure records required for the safe management of the setting are in place, easily accessible and available for inspection, particularly with regard to the suitability of people on the premises and staff first-aid qualifications	18/02/2019
ensure staff have a secure knowledge of all aspects of the learning and development requirements, to improve the support and guidance they offer to children	18/02/2019
ensure that staff observe and assess children's learning accurately, in order to consistently identify where children are in their development and plan precisely for their next steps in learning	18/02/2019
ensure staff guide children's learning and development through positive interaction and that they respond to each child's emerging needs and interests	18/02/2019
review and improve the organisation and use of space, indoor and outdoor activities and equipment to meet the needs of children and promote all aspects of their learning	18/02/2019
ensure parents are well informed about their children's progress, contribute to their children's learning and support their children's progress at home	18/02/2019
implement effective supervision and coaching to support staff in their ongoing professional development in order to promote consistently good teaching and learning, particularly with regard to providing more support for children's communication skills.	18/02/2019

Inspection activities

- This inspection was prompted following Ofsted's risk assessment process.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector held a meeting with the nursery manager, area manager, deputy manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Tina Garner

Inspection findings

Effectiveness of leadership and management is inadequate

Arrangements for safeguarding are not effective. There is not a designated and trained member of staff in place who is able to take the lead in the event of any safeguarding concerns. Leaders do not train all staff to understand their safeguarding policies and procedures. Therefore, staff do not understand how to identify, or respond to, signs of possible abuse or indicators that a child may be suffering from harm. The leadership team does not ensure that records and procedures required for the safe management of the setting are accessible and available for inspection. This includes staff qualification certificates and records relating to their ongoing supervision and professional development. Members of the management team fail to recognise these weaknesses in practice and procedure. They do not identify clear priorities for improvement. The early years qualifications staff that hold have limited positive impact on the quality of teaching. Supervision and professional development arrangements are poor. This results in ineffective teaching practice. Parents are not encouraged to share what they know about their own children's learning from home. They are not always well informed about their children's progress or helped to understand how to assist their development. Therefore, children are not successfully supported to make good progress in their learning.

Quality of teaching, learning and assessment is inadequate

Staff have a poor understanding of the learning and development requirements. Ineffective teaching and assessment have a negative impact on children's learning and development. Staff fail to accurately measure children's progress and do not plan well enough to support individual children's learning. Children spend most of the day participating in adult-led or routine activities, such as 'carpet time'. However, staff do not plan this time well. Activities are overly directed by adults and not matched to children's ages, abilities or learning needs. Younger children have limited opportunities for free play. Staff place too much focus on older children completing work linked to numbers, counting, shapes and letter recognition. In addition, staff do not provide enough focus for children who speak English as an additional language to help build on their early language skills. Consequently, staff do not support children to become confident about their learning. Children have some opportunities to explore sand and other media. They use their imaginations as they play with plastic dinosaurs and toy vehicles.

Personal development, behaviour and welfare are inadequate

Staff do not ensure children's welfare is promoted. Weaknesses in teaching and assessment mean that a large majority of activities do not maintain children's interest or challenge them adequately. Staff do not consider how they can plan support for children's social and emotional well-being. These weaknesses affect children's self-esteem, engagement and learning. Staff promote children's good health by implementing appropriate routines for hygiene. Safe and suitable nappy changing procedures are followed. Staff give gentle prompts to remind children to behave well. They offer comfort to children who are tired or upset. Although children join in with indoor ball games, they have fewer opportunities for fresh air, exercise and large-scale physical activity.

Outcomes for children are inadequate

Outcomes for children are not good enough. Children make poor progress in some areas of learning due to weaknesses in teaching. Younger children struggle to take part during group activities. For example, staff provide sessions for children to focus on developing an awareness of phonics. These activities are not appropriate for the age or level of understanding of some children present. Some older children do not have the language skills expected for their age. Staff do not place enough focus on supporting these children to help them join in or catch up with their peers. Gaps in children's learning are not closing quickly enough and children are not well enough prepared for school when the time comes.

Setting details

Unique reference number	2500553
Local authority	Leicester
Inspection number	10093327
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	50
Number of children on roll	36
Name of registered person	Dayah, Sheila
Registered person unique reference number	RP538780
Date of previous inspection	Not applicable
Telephone number	0116 2554441

Montessori Baby Unit And Nursery re-registered in 2016. It is currently operating from rooms within St. James Hall, Leicester. The nursery employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens 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.

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.ofsted.gov.uk. 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

