

Inspection of York Montessori Nursery Ltd

Oxcarr Lane, Strensall, York YO32 5TD

Inspection date: 13 February 2020

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

The leadership team and staff provide a safe, welcoming and stimulating environment for children to play and learn in. Children are happy, highly motivated and very eager to join in a variety of activities. They enjoy adult-led activities and independently choosing their own play. Children explore a wide variety of interesting resources that can be used in different ways. For instance, they play creatively in the outdoor area as they make potions with fresh fish, herbs and petals. Furthermore, children scoop, pour and sieve coloured rice. Children behave exceptionally well at the nursery. They enthusiastically tidy up before going outside to play and show respect for the resources. Even the youngest children share and cooperate with each other. Children have lots of opportunities to develop their mathematical thinking. They learn concepts such as 'longer' and 'shorter' as they build with large wooden blocks. Furthermore, they estimate how many more scoops of flour will fill their cup. Children learn to recognise numbers as they follow recipes and read how many pieces of fruit they should have at snack time. Children with special educational needs and/or disabilities (SEND) are supported well. Staff have high expectations and work closely with parents and other professionals to promote positive outcomes for children.

What does the early years setting do well and what does it need to do better?

- The manager knows the nursery exceptionally well. Leaders recognise the strengths and areas to develop further. They monitor individual and groups of children's progress and review and adapt the curriculum to meet children's needs. For example, leaders have noticed that children do not achieve quite as well in their communication skills as other areas. The manager has arranged further training for staff to address this.
- The quality of teaching across the setting is good. Staff are highly qualified and have a good knowledge of children's individual needs. They provide children with an ambitious range of activities and experiences which support all children to make good progress. Children, including those with SEND, are well supported. Staff work closely with schools and other external agencies to provide children with any additional support they require.
- Overall, staff support children's communication and language skills well. They narrate as children play and introduce words, such as 'juicy' and 'sweet'. However, some staff miss opportunities to further extend children's language and critical thinking skills even further.
- Children have lots of opportunities to learn about healthy lifestyles. They select and prepare their own snacks. Staff provide regular cooking activities where children follow simple recipe cards. Children successfully follow the steps and mix ingredients. Staff talk to children about healthy foods and the importance of fresh air and exercise. Children enjoy playing in the well-resourced outdoor area.

They climb and jump off the climbing frame and squeal with delight as they jump in puddles.

- Staff provide children with a rich set of experiences that promote an excellent understanding of the community. Children visit the library and attend forest-school sessions. Children spend time getting to know some of the local residents. This helps children to understand people and communities beyond their own.
- Staff support children to develop excellent levels of independence. Very young children learn to serve themselves during mealtimes and pour their own drinks. Furthermore, they clear away their plates and wash their hands and faces. Older children develop excellent skills in their own personal care needs. For instance, they wipe their own noses and dress themselves in wellington boots and waterproof outfits.
- Children's behaviour is exemplary. They demonstrate positive behaviour at all times. Older children are able to resolve their own conflicts and negotiate a solution to their problems. For example, children show exceptionally high levels of cooperation and respect for one another as they take turns to use resources when making salt-dough decorations.
- Overall, relationships with parents are strong. Staff gather a wealth of information from parents about what their children can do when they first start at the setting. However, staff do not use this information to plan effectively from the very beginning.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the signs and symptoms that suggest a child might be suffering from abuse. They know the procedures to follow should they have concerns. All staff receive training in safeguarding and discuss safeguarding updates at each staff meeting. They have a secure knowledge of the signs and symptoms of abuse, including wider aspects of safeguarding such as the 'Prevent' duty and county lines. Regular risk assessments ensure that the premises are as safe as possible. There is a secure entry system in place, and staff monitor people who access the nursery.

What does the setting need to do to improve?

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

- build on ways to ask more purposeful questions to enhance children's thinking and speaking skills
- use the information gained from parents about children's abilities when they first start at the nursery, in order to help establish accurate starting points.

Setting details

Unique reference number	EY364170
Local authority	York
Inspection number	10117653
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	56
Number of children on roll	70
Name of registered person	York Montessori Nursery Ltd
Registered person unique reference number	RP903544
Telephone number	01904 490339
Date of previous inspection	17 September 2013

Information about this early years setting

York Montessori Nursery Ltd registered in 2007. It is located in the village of Strensall, on the outskirts of York. The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above, including three at level 6, four with qualified teacher status and one with early years professional status. The nursery opens all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and a week at Christmas. It provides funded early education for two-, three- and four-year-old children. The nursery follows the Montessori approach.

Information about this inspection

Inspector

Julie Campbell

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 manager and the inspector completed two joint observations of activities and evaluated the quality of education.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, including the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke to children and staff at appropriate times during the inspection.

We carried out this inspection 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.

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