

# Inspection of The Montessori Nursery At Headingley

114 Cardigan Road, Leeds, Yorkshire LS6 3BJ

---

Inspection date:

14 May 2021

---

## **Overall effectiveness**

## **Inadequate**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Not applicable

## What is it like to attend this early years setting?

### The provision is inadequate

Weaknesses in staff safeguarding knowledge do not ensure children are protected well enough or that there is an effective culture of safeguarding in the nursery. The Montessori setting offers a welcoming environment where children show that they feel happy and emotionally secure. Due to the recent COVID-19 (coronavirus) pandemic, managers have changed the procedures for parents dropping off the children. They are now greeted outside by the staff to support a smooth handover. Once inside, the children settle quickly to their chosen activity and excitedly greet their friends. Children learn through an effective balance of adult-led and child-initiated activities. As a result, they are making good progress from their starting points. This includes children with special educational needs and/or disabilities. Pre-school children are supported well to evaluate and manage their own risks. For example, they confidently use tyres and planks of wood to make their own balance beam.

Children behave well and they are polite. Staff are good role models. They speak respectfully to one another and to children. Children have good manners. They use language such as 'please' and 'thank you' without prompt. Children show pride in their successes, including when they are praised for good behaviour. Staff provide targeted support for children who speak English as an additional language. Parents comment on how well their children progress in their spoken English, and the positive impact this has on their social skills.

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

- Leaders do not ensure that all staff have a good enough understanding of all aspects of safeguarding. Although regular supervision sessions are in place, these are not effective enough to identify gaps in staff knowledge. Leaders are not quick enough to provide support to address those gaps. This means that staff are not able to recognise confidently where children may be at risk in all areas of safeguarding, compromising children's safety.
- The qualified staff use their knowledge and understanding of Montessori teaching to help them implement a challenging and enjoyable time for all children. Children progress well due to an ambitious curriculum that changes in line with their current interests. Staff provide a wide range of stimulating activities, for example children find out about people in their community. Children learn about the role of firefighters, as they enjoy role-play activities. They learn about fire safety as they toast marshmallows and examine fire extinguishers.
- The manager and staff have a clear idea of the physical skills they want children to acquire. For example, they plan relevant activities such as music and dance sessions. Children follow directions and copy actions enthusiastically as they

dance to music. They practise balancing and develop their rhythm and hand-eye coordination as they master sequences of movements.

- Overall, staff support children's early language development well. For example, while reading a story, they use words such as 'fragile' and 'delicate' to describe a tiara. However, this is not consistent practice from all staff working with toddlers. Occasionally, staff use familiar ways of saying words, such as 'ducky', 'nanas' and 'ta ta'. This means that young children do not consistently hear the correct pronunciation of words.
- Staff want children to develop a love of books and they include regular story times. Children snuggle up to staff on the carpet and listen to stories. They act out the story of 'Lattice: The Dancing Rabbit', working together to dress the rabbit in her costume. Children talk about the feelings of the characters in the story, demonstrating a good understanding of emotions. This helps them to manage their own feelings and behaviour. Children's personal, social and emotional well-being is supported well.
- The manager prioritises staff mental health and well-being. She provides staff with opportunities to discuss work, life and themselves. She provides ample opportunities for staff to continue their professional development. This has enhanced the quality of their teaching, having a positive impact on children.
- Staff find out what children know and can do when they start at nursery by involving parents in initial assessments. They then carry out ongoing assessments and closely monitor the progress children make, including those who have had absences due to the COVID-19 pandemic. Staff are knowledgeable about gaps in children's learning and identify what children need to learn next. They use this information to provide experiences that help to support children's development.
- Parents value this setting. They think that staff guide them 'extremely well' to support their children's development at home using online learning journeys, video links and social media. Parents feel confident leaving their children in the care of staff at this setting.
- Staff promote children's independence and confidence effectively. Children display a can-do attitude. They enthusiastically make independent play choices and eagerly put on their coats and shoes when they go outdoors. They serve themselves lunch, pour themselves a drink, and confidently use the toilet and wash their hands.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider does not ensure that all staff have a clear knowledge and understanding of all safeguarding matters, such as the 'Prevent' duty. Although all staff have attended safeguarding training, the manager does not monitor that it is effective and ensure any gaps in knowledge are tackled promptly. However, managers and staff make sure that accidents that occur are managed and recorded effectively. Managers make sure that all staff working with children have a paediatric first-aid qualification.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
ensure all staff develop their knowledge of the 'Prevent duty guidance for England and Wales 2015' and know how to recognise and prevent children from being exposed to extreme views.	21/06/2021

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

- support staff to develop consistency when modelling language, to help young children to hear and use the correct pronunciation of words.

## Setting details

<b>Unique reference number</b>	EY558210
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10190091
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	112
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	York Montessori Nursery Ltd
<b>Registered person unique reference number</b>	RP903544
<b>Telephone number</b>	07780335471
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The Montessori Nursery At Headingley registered in 2018. It is part of the Yorkshire Montessori group. The nursery currently employs 17 members of staff including the manager. Of these, 15 staff hold relevant early years qualifications, including one who holds early years teacher status, three who hold qualified teacher status, nine who hold qualifications at level 6, and two who hold qualifications at level 3. The nursery is open Monday to Friday, from 8am until 6pm, for 51 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children. The nursery follows Montessori teaching methods.

## Information about this inspection

**Inspector**  
Julie Dent

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- A joint observation was completed with the inspector and the manager.
- The inspector spoke with staff and children during the inspection.
- Parents were spoken to during the inspection, and the inspector took account of their views.
- The inspector observed the quality of education during activities inside and outdoors, and assessed the impact this has on children's learning.
- A meeting was held with the inspector and the management team. The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021