

Inspection of The Montessori Nurtury At Moortown

8 Shadwell Lane, Leeds LS17 6DR

Inspection date: 18 January 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Staff are nurturing and take time to get to know the needs of all children. Children are happy, and thoroughly enjoy the time they spend at the nursery. Babies quickly form close attachments to staff and feel confident to play and explore their new surroundings. Children play cooperatively. They show consideration for others and learn to share and take turns. Friendships have formed among the older children, and toddlers play happily alongside others.

Staff communicate well with children in a variety of ways. For example, they role model language well, repeat key words, use visual cues and have introduced some signing. Children who speak English as an additional language are supported well here. Older children express themselves confidently, and staff effectively interpret the wants and needs of younger children whose language skills are at an early stage. Toddlers have great fun as they manipulate dough by squashing, squeezing and rolling it. This helps to promote their small muscles in readiness for developing further skills, such as pencil control. Children develop good independence skills from an early age. Staff encourage toddlers to find their coats and shoes, while older children serve their own lunch and clear their plates when they have finished eating. Children's knowledge is enriched, as they learn about other cultures, different foods and traditions.

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

- Staff know the children well and confidently talk about where they are in their learning. They gain information from parents regarding their children's starting points. Staff accurately assess children's learning, enabling them to understand what children know and what they need to learn next. As a result, children, including those with special educational needs and/or disabilities, make good progress in their learning.
- Staff make sure that they take every opportunity to develop children's language and communication skills. There is a real buzz of conversation around the nursery. Staff are skilled in helping children to learn new words and to respond in sentences. Interesting and exciting activities are available for children to experience. However, during independent learning times, sometimes staff in the pre-school room are not quick to notice when a few children are less engaged in purposeful play.
- Children are curious and use their imagination to develop ideas. They are confident when talking to adults about what they are learning. For example, when children find a broken eggshell in the garden they immediately look up into the tree. They look for a nest and talk about how the egg might have fallen out. Staff adapt activities to take account of children's interests. For example, toddlers learn about the role of the fire officer. They squirt the water from the

spray bottles and pretend to drive the fire engine.

- Children join in as staff sing songs and rhymes that include mathematical language. However, staff do not make the best use of opportunities that arise from older children's play to help build on their understanding of more complex mathematical concepts.
- Staff focus on children's personal, social and emotional skills. They help develop children's understanding and control of their emotions to support their well-being. Children behave well and have a clear understanding of what staff expect from them. They carefully follow instructions. For instance, pre-school children sensibly descend the stairs holding onto the bannister. They know not to push the child in front and where to stop and wait for staff.
- Staff promote children's early literacy skills. They are aware that children must develop their physical skills before they can learn to hold a pencil correctly and write. Older children learn to recognise and trace the letters in their name. Babies handle books with great interest. They enjoy the time they spend with staff sharing the book and attempting to make the sounds of the animals.
- Partnerships with parents are very positive. Parents comment on how happy they are with their children's care and progress at the nursery. They appreciate the daily feedback they receive when they collect their children. Parents comment on how well staff supported them throughout the COVID-19 pandemic, providing activities and ideas to support children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager and provider ensure that staff are suitably vetted during the recruitment process. For example, they check staff's references carefully. Staff complete thorough inductions promptly. They are aware of their responsibilities to protect children and quickly develop an understanding of the policies and procedures used to support children's safety. The manager and staff complete regular training to ensure their child protection knowledge remains up to date. They have a strong understanding of how to identify any causes for concern and are clear on the action to take to protect children.

What does the setting need to do to improve?

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

- enhance even further the skills of staff so they are alert and responsive to older children during their independent play
- provide even more challenge in opportunities for mathematics to help older children constantly achieve beyond what they already know.

Setting details

Unique reference number	EY492250
Local authority	Leeds
Inspection number	10218715
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 at time of inspection	0 to 4
Total number of places	85
Number of children on roll	110
Name of registered person	York Montessori Nursery Ltd
Registered person unique reference number	RP903544
Telephone number	0113 268 6141
Date of previous inspection	11 September 2017

Information about this early years setting

The Montessori Nurtury At Moortown registered in 2015 and is managed by York Montessori Nursery Limited. The setting employs 15 members of childcare staff. Of these, all staff hold appropriate early years qualifications at level 2, 3 or above, including two members of staff who hold qualified teacher status. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Janet Fairhurst

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.
- The inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager and the provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents during the inspection and also took account of their views through written feedback.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children 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.

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.

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 <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
W: www.gov.uk/ofsted

© Crown copyright 2022