

Inspection of Stoneygate Montessori Nursery

279 London Road, Leicester LE2 3BE

Inspection date:

1 February 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Pre-school children do not receive the same level of positive interaction and engagement from staff, to support their learning, as the toddlers and babies. Staff who work with the older children do not have a secure enough understanding of all their children's development needs, or how to deliver an effective curriculum. Consequently, these children are not supported to learn as much as they can. That said, toddlers and babies are provided with a strong curriculum that helps them to build on their knowledge and enhance their learning. Younger children thrive in their learning environment. They particularly enjoy exploring sensory materials inside and outside, such as with wet and dry sand, puffed rice and paint. There is a strong emphasis on promoting the core skills they need in readiness for moving on to the pre-school room.

All children are happy and settled at the nursery. They enjoy the company of their friends and their time with the staff team. Babies snuggle up to their key person for reassurance when visitors attend the nursery. Older children start to involve staff as they develop their own imaginative games. They tell staff, 'You are the prisoner, and I am the police officer'. Children of all ages behave well and understand what is expected of them. Older babies and toddlers help to tidy away the toys, placing them in the designated baskets. Pre-school children confidently and safely use scissors. They understand that they must sit down when using them.

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

- Since the last inspection, the provider and the manager have made some improvements to the quality of the nursery and the safety of children. This is with particular regard to staff knowledge of safeguarding practice, and ensuring children are cared for in a safe environment. However, there are now identified weaknesses with staff supporting children's learning and development in the pre-school room.
- The manager has a clear vision of how she wants the curriculum to be put into practice to support children's progress. However, she does not accurately assess and monitor the impact of recent staff changes. Consequently, there are inconsistencies in how staff support children's learning throughout the nursery. For example, pre-school children are not challenged in their play and learning during an art and craft activity. Staff do not encourage them to develop independence or build on their own creative ideas. They set out the boxes, squeeze out the paint and tip out the sequins. During the activity, staff do not ask children thought-provoking questions or help them gain more knowledge as they play. Consequently, children lose interest quickly and leave the activity.
- Staff in the toddler and baby room are confident, well qualified and experienced.

They ensure the toddlers and babies receive quality learning experiences. Staff quickly make the most of toddlers' curiosity. For example, toddlers show an interest in peeling oranges and are eager have a go. Staff sit with them and warmly interact with them and the babies to ensure they can all have a go. Toddlers and babies explore the different textures and enhance their senses as they smell, taste and squash the segments of oranges in their hands. Staff help them to learn new words, such as 'orange', 'peel', 'squeeze', 'squash' and 'drip'. Toddlers extend their vocabulary as the repeat some of the words.

- Partnerships with parents are strong. Parents spoken to on the day of the inspection stated how well their child's confidence has grown and how they are learning new words. They commented on the effectiveness of how well information is shared with them about their own child's development, and what they have done during the day.
- Most key persons know their children and meet their needs well. However, some staff in the pre-school room have not found out enough information from parents about their child's development and previous experiences from home. This means children's interests are not fully supported and planned activities are not always matched to their learning needs.
- Children spend time outside in the fresh air to promote their health. Pre-school children manage risks safely, for example when balancing on climbing apparatus. However, some babies who enjoy being outside are not as well supported by staff to develop their walking and balancing skills independently.
- Children's behaviour is good. Older children know to take turns, share toys and are patient while waiting to independently wash their hands. Staff are positive role models and consistently help the children learn to be kind to their friends. Children say 'please' and 'thank you' without being prompted to do so by staff.

Safeguarding

The arrangements for safeguarding are effective.

Staff are secure in their roles and responsibilities to keep children safe. They complete regular children protection training, including the 'Prevent' duty. Staff know what they must do and who to contact if they have a concern about a child's welfare. Children are supervised closely. Staff ensure the nursery is secure and safe. They complete appropriate daily risk assessments and remove any hazards that pose a risk to children. There are clear procedures in place to minimise the spread of COVID-19. Staff's suitability is regularly checked to ensure that they are suitable to work with children in the nursery.

What does the setting need to do to improve?

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

	Due date
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improve the coaching and support for staff, in particular in the pre-school room, to raise the quality of education and improve staff interaction and engagement with children	01/03/2022
support pre-school staff to help them understand and implement the curriculum effectively and to make sure that what they want the children to learn next is consistently maintained	01/03/2022
ensure that staff in the pre-school room gather enough information from parents to understand how to meet all children's individual learning needs and build on their experiences from home.	01/03/2022

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

- provide further support and experiences for babies and toddlers to practise their walking and balancing skills independently.

Setting details

Unique reference number	EY538782
Local authority	Leicester
Inspection number	10206882
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	30
Number of children on roll	18
Name of registered person	Dayah, Sheila
Registered person unique reference number	RP538780
Telephone number	01162706662
Date of previous inspection	10 August 2021

Information about this early years setting

Stoneygate Montessori Nursery registered in 2016 and is located in Leicester. The nursery employs five members of childcare staff. Of these, all hold appropriate early years qualifications at either level 3 or level 6. The nursery opens from Monday to Friday, all year round, closing for one week during Christmas and on bank holidays. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Judith Rayner

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a tour of the setting and discussed how the early years provision and curriculum are organised.
- The inspector observed the quality of interactions during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation of an activity and evaluated this with the manager.
- The staff and children spoke to the inspector at appropriate times throughout the inspection.
- The inspector took account of the views from parents spoken to on the day of the inspection.
- The inspector looked at relevant documentation, including the evidence of staff qualifications and the suitability of the adults working with the children.

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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