

Inspection of Market Harborough Montessori Nursery

St. Josephs RC Primary School, Coventry Road, MARKET HARBOROUGH,
Leicestershire LE16 9BZ

Inspection date: 7 March 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children show they are happy and confident at nursery. They arrive knowing the routines such as to hang up their coats and bags, before excitedly bounding into the room. Children independently explore the wide range of activities provided by the staff. They show good levels of engagement in their play and have a positive attitude towards their learning. For example, staff show older children how to put building blocks in order by height and colour. Children intently watch and then confidently repeat what they have observed. They smile as they are praised for their achievement. Children show they have good communication skills. They engage with their friends, staff and visitors in conversation. Older children discuss foods they like with staff saying 'I like carrots, do you like carrots?'. All children access an inviting outdoor area. Younger children develop their physical skills. They sit on bikes, pushing themselves along with their feet enthusiastically.

Staff encourage children to be independent from a young age. For example, children take their shoes off and put slippers on by themselves when playing inside. Children show they have secure attachments with staff. They seek out their key workers for a cuddle when they feel tired. Children use real life objects in play. They learn to handle cups and glasses with care and transport them safely to their table. Older children recall previous learning. They shout '999' when they are asked what number they can call if they need help in an emergency.

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

- Managers and staff implement a child-led curriculum. Staff gather information from observations of children. They take into account what children already know and can do. Staff plan activities to support children's learning and development further. They confidently know the children they care for and understand how to support children's progress. Staff recognise any gaps in children's learning. They work with parents and other professionals when needed. Targeted plans are put in place to support children's development.
- Staff skilfully join in with children's play. They extend and challenge children's learning, helping them to deepen their knowledge and develop new skills. For example, staff help children develop their physical skills. They encourage older children to learn how to tie the ends of bandages together. Children learn new words such as 'stethoscope'. However, at times, staff plan activities that are too challenging for younger children. These children struggle to stay engaged. Some show frustration that they can't achieve what they want to do.
- Staff provide various activities for children to enhance their mathematical understanding. Older children happily spend long periods of time exploring shapes. They make patterns with different sized triangles and confidently put blocks in order from the largest to smallest. Younger children self-select jigsaw

puzzles. They work well with staff, fitting the pieces together.

- Managers and staff have high behavioural expectations for the children. For example, older children know to put an activity away before they start a new one. Children are polite. They say, 'Please' and 'Thank you' without being prompted. Children respond well to staff when reminded to share and use 'kind hands'. Staff provide additional support for younger children, helping them to understand the routines and rules of the nursery.
- Staff teach children good hygiene routines and the importance of regular hand washing to help keep healthy. For example, children know to wash their hands after playing in the garden. Staff explain to the children how cleaning can help to get rid of germs. They encourage children to use cloths to clean toys after use. Younger children enjoy these tasks, eagerly getting their cloths when asked.
- Parents report they are happy with the nursery and that their children enjoy attending. They say staff are friendly and welcoming, helping their child to settle. Staff update parents on their child's learning. They share photographs and have conversations with parents when they collect their child. Staff give parents advice and support, for example, when children are ready for potty training.
- Staff are offered regular training by the managers. This supports them to enhance their knowledge and update their skills. Managers complete supervisions and observations on staff practice. Staff are encouraged to reflect on feedback given by managers in order to improve their interactions with the children. Staff and managers work well together. Staff report they feel supported by managers.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of different types of abuse. They are aware of potential signs and symptoms that could indicate a child is at risk of harm. Staff understand the nursery's policies and procedures for reporting concerns regarding the children and adults. This helps staff to keep children safe. Managers provide all staff with safeguarding training. They refresh their knowledge during meetings. Managers follow safer recruitment procedures. They carry out relevant checks on staff to ensure their suitability to work with children. Staff regularly risk assess the nursery environment to make sure it is safe for children.

What does the setting need to do to improve?

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

- support staff to provide more appropriate challenges for younger children so they continue to progress in their learning.

Setting details

Unique reference number	EY339004
Local authority	Leicestershire
Inspection number	10059411
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	2 to 4
Total number of places	30
Number of children on roll	29
Name of registered person	O'Brien, Maria Laura Celia
Registered person unique reference number	RP511512
Telephone number	07968 412135
Date of previous inspection	10 February 2015

Information about this early years setting

Market Harborough Montessori Nursery registered in 2000. The nursery employs six members of childcare staff. All hold appropriate early years qualifications including three at level 3, one with level 4, one with early years professional status and one with qualified teacher status. The nursery opens from Monday to Friday, term time only. Sessions are from 9am until 4pm Monday to Thursday, and Friday 9am until 1pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery is accredited by the Montessori Schools Association.

Information about this inspection

Inspector

Natalie Vaughan Prosser

Inspection activities

- This was the first routine inspection the provider has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The deputy manager and inspector completed a learning walk together. They observed activities in the indoor and outdoor learning environments used by children. They discussed the organisation of the setting and the educational programmes.
- Parents and staff shared their views with the inspector during the inspection.
- The inspector carried out a joint observation of an activity with the deputy manager.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided in all rooms and assessed the impact that this was having on children's learning.
- A sample of relevant documentation was viewed by the inspector, including staff qualifications and the Progress Check at Age Two assessment.

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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