

# Inspection of Rooftops Montessori Nursery School Ltd

8-10 Queens Road, Richmond, North Yorkshire DL10 4AE

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Inspection date: 14 April 2022

**Overall effectiveness** **Good**

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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**

Children are happy, settled and safe in the nursery. They build warm, close relationships with staff. Where children are new and need support to settle, staff are on hand to provide cuddles and reassurance. This helps to develop children's confidence and self-esteem. Children engage in a wide variety of interesting and exciting activities. They relish the opportunity to investigate sensory activities. Older children mix mud, stones and sand in the outdoor area. They confidently discuss that they are making 'apple pie'. Babies enjoy investigating foam and shredded paper. They giggle as they watch the paper fall onto the floor.

Children have many opportunities to develop their large-muscle skills. Older children ride on scooters and balance bikes around the well-resourced garden. They dig in the large sand pit and roll themselves down the small hill. Babies climb up small steps and slide down a small wooden slide. This help to develop their coordination and balance. Staff provide good levels of challenge when older children play a shopping game. Children quickly identify the items on their shopping list. This also helps children to learn to take turns. Children's behaviour is good. They listen to staff and follow the routines and boundaries of the setting.

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

- Staff place a strong focus on developing children's literacy skills. Opportunities to introduce and share books are woven throughout the setting. For instance, toddlers climb inside the outdoor shed and share books with older children. Babies make marks with chunky chinks. Pre-school children learn how to hold their pens correctly and form shapes and letters from their name. This helps to develop children's early writing skills.
- Staff have regular opportunities to meet with the leadership team to support the development of their skills. They have room meetings and individual supervision meetings. Staff receive positive and constructive feedback about their performance. Leaders place a high priority on supporting staff well-being. They pride themselves on having an open-door policy for all staff. Staff comment that they feel well supported by the leadership team.
- The outdoor area is exciting and well resourced. Children develop a can-do attitude as they run and investigate in the garden. They confidently assess and manage their own risks safely. For example, children decide how to safely travel down the grassed slope. Toddlers use paint brushes and spray bottles to paint on large plastic sheets. Babies enjoy digging in the sand as they explore the sand pit. This helps to develop their large-and small-muscle skills.
- The curriculum is exciting and interesting. Staff know the children in their care well, overall, and monitor their development regularly. They use this information to plan a well-sequenced curriculum to help children move on to the next stage

in their learning. However, some staff do not always understand what they want children to learn. They do not always focus on the skills children need to develop to make sure that children benefit highly from the experiences provided.

Children make good progress from their starting points, overall.

- Partnerships with parents are very good. Staff share what children are learning daily through conversations and an online system. Parents speak very highly of the setting. They say they are well informed about their children's well-being and stage of development. Parents say that they are 'really impressed' with the setting and that the staff are 'incredible'.
- Overall, staff work well with other professionals. Children with special educational needs and/or disabilities (SEND) are supported effectively. The SEND coordinator works well with parents and professionals involved in children's care to fully support them to reach their full potential. Nursery staff liaise with school staff to support children when the time comes for them to move onto school. However, when children attend other provisions alongside attending nursery, information about children's care and learning is not always shared effectively. This does not fully support continuity in children's all-round development.
- Children share, take turns and are polite to each other. Staff use consistent behaviour strategies so that children know what is expected of them. Children behave well.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to keep children safe. They know to share any concerns with the designated safeguarding leads in nursery. The manager and staff are clear about what action to take if a concern is raised about a member of staff. Staff complete regular training. This enables them to identify and report any concerns about children's welfare. New staff undertake a robust recruitment process to ensure that they are suitable to carry out their role. Staff are confident in how to identify children that might be at risk of radicalisation or extremism. Staff carry out regular risk assessments to ensure the environment 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:**

- help staff to develop a clearer understanding of the skills and knowledge they want children to gain, to further extend their learning
- strengthen the partnerships with other providers so that children's care and learning are fully supported.

## Setting details

<b>Unique reference number</b>	EY456044
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10229646
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare 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>	42
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Rooftops Montessori Nursery School Limited
<b>Registered person unique reference number</b>	RP909329
<b>Telephone number</b>	01748 823667
<b>Date of previous inspection</b>	4 October 2016

## Information about this early years setting

Rooftops Montessori Nursery School Ltd registered in 2012 and is located in Richmond, North Yorkshire. The nursery employs 14 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Julie Campbell

## 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 manager and deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector carried out a joint observation of an activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed 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.

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