

# Inspection of Leighs Montessori Nurseries

The Den, Westfield Terrace, GATESHEAD, Tyne and Wear NE8 4LD

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Inspection date: 20 April 2022

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## **Overall effectiveness**

## **Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

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

### The provision is outstanding

Children flourish in this well-resourced and vibrant nursery. They show high levels of confidence and self-esteem from the very start of their day. Children rush into nursery, keen for their learning to begin. They hurriedly remove their coats and hang up their bags. Babies stretch their arms out and smile as they respond to the very warm welcome given by staff. Children feel exceptionally safe and secure.

Children's already excellent imaginations are further enhanced by their determination to succeed and their can-do attitude to learning. For instance, they agree to build a bus, choosing to use boxes and tubes and plant pots for wheels. Children consider the number of passengers and recognise more boxes are needed to make the bus longer. Older children show concern for babies, making sure that there is sufficient space for babies to sit comfortably. Children are insistent that all those who want to join in this play are able to do so.

Babies show high levels of curiosity and have a thirst for learning, relishing the learning experiences offered. For example, babies play peekaboo with staff. They giggle in delight as they see their reflections in mirrors and look with astonishment when the mirrors are taken away. Staff challenge babies enthusiastically to stretch their arms out and reach for the mirrors, and encourage them to hold the mirrors high to see their faces.

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

- Staff provide children with a curriculum that is designed to support and extend their individual talents and skills. They gather detailed information about children's development from their parents prior to children starting at the nursery. Staff use this information to plan meaningful experiences to help children settle. Staff consistently reflect on children's progress and how they can best support their future learning. This ensures that all children have opportunities to reach their full potential.
- Staff are exceptionally skilled in the ways they support children's development. They encourage children to attempt new things to develop their perseverance and resilience. For example, babies want to negotiate steps. Their faces show focus and determination as they work out how to sit on the floor and push themselves down. Babies faces glow with happiness at the claps and very genuine praise which they receive from staff for their achievements.
- Staff place a key focus on developing children's communication and language. For example, as children plant seeds, staff talk about needing a 'little bit' and 'a tiny amount' of compost. Staff understand that using different words with the same meaning is vital to enabling children to develop an extensive vocabulary. Children demonstrate how exceptionally articulate they are as they recall the

story of 'Jack and the Beanstalk'. They animatedly describe growing beans so high the giant 'had a long climb to the top'.

- Children demonstrate exceptional behaviour. They are polite and respectful. Children are very happy to wait their turn and to share resources. They develop a secure understanding of good hygiene routines. Children explain that they wash their hands before eating to keep themselves healthy and prevent germs.
- Staff know how to build on children's interests to further develop their concentration and motivation to learn. For example, when children are engrossed in rolling vehicles down guttering, staff introduce different-shaped balls and fir cones to children's play. Children look in amazement at the way they wobble rather than roll. Staff fill children with excitement and enthusiasm as they encourage children to repeat their actions again.
- Staff are inspirational in the ways which they enable children to learn about diversity and other cultures. Staff teach children about different celebrations and give children opportunities to try foods from different countries. Parents comment on how nursery inspires children to cook at home.
- The management team and staff strive for the best outcomes for all children. They initiate early interventions to ensure that all children receive the help they need, including support from other professionals, where appropriate. Staff use extra funding to ensure that children receive the extra support they need.
- Partnership with parents is exemplary. Parents are particularly complimentary of the support given by staff throughout the COVID-19 pandemic. They comment on staff's dedication in providing resources and ideas to support their children's learning at home. This enabled children who missed being in the nursery to quickly settle back in and their development to continue to flourish.
- The management team and staff work together as a tight-knit team, where everyone supports each other. Children are at the heart of everything staff do. This is highlighted in the outstanding range of high-quality learning experiences offered to children and the excellent progress children make in their development.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff give safeguarding and children's welfare the highest priority. They have an excellent understanding of their safeguarding roles. Staff attend regular training to maintain a robust understanding of safeguarding issues, such as the risks from online abuse. They know how to identify the signs of abuse and the procedures to follow if they become concerned about a child's welfare. The provider carries out robust checks to ensure that staff are suitable for their roles. Staff are vigilant to risks and follow the nursery's procedures to maintain a safe and secure environment for children. Staff teach children to keep themselves safe. For example, when cutting, staff remind children not to touch the blade of the knife with their fingers.

## Setting details

<b>Unique reference number</b>	EY349660
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	10131592
<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>	35
<b>Number of children on roll</b>	74
<b>Name of registered person</b>	W.O.W! (Welcome to Our World) Limited
<b>Registered person unique reference number</b>	RP905439
<b>Telephone number</b>	0191 477 1097
<b>Date of previous inspection</b>	15 June 2016

## Information about this early years setting

Leighs Montessori Nurseries registered in 2007. The nursery employs 15 members of staff. Of these, one holds early years professional status, one holds a qualification at level 6, three at level 5, seven at level 3 and three are unqualified. The nursery opens all year round, from 7.30am until 6pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Denise Charge

## Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager and the inspector completed a learning walk together. They observed activities in the indoor and outdoor learning environments used by children.
- The inspector observed a focused activity and evaluated this with the manager.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection. Children's records were looked at by the inspector, along with a range of other documentation.
- Evidence of staff's qualifications and the suitability of all those working in the setting was checked by the inspector.
- The inspector spoke to parents during the inspection and took account of written feedback provided.

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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