

Inspection of Best Start Nurseries @ St Marys Montessori

St. Marys Montessori Day Nursery, Coventry Road, Lutterworth, Leicestershire LE17
4SH

Inspection date: 1 February 2024

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

Children in the pre-school room receive gentle reminders from staff to use good manners. For example, they ask them what they need to say when they receive food. Children say 'thank you' and receive praise from staff for being polite. Children are supported to take responsibility for keeping the environment tidy. For example, staff give children in the baby rooms specific toys and ask them to put these away. Children in the pre-school room understand why they need to tidy away toys, saying that if they do not put them away, they might fall over.

Children's physical skills are supported well by staff. For example, in the baby room, staff hold onto children's hands when they begin to walk and attempt to climb onto low-level steps. This contributes to supporting their safety, balance and coordination. In the toddler room, staff help children to learn how to develop the muscles in their hands. For example, they show children how to roll dough in between their hands for children to copy. Children in the pre-school room are supported by staff to develop their knowledge of shapes. For example, when children recognise a rectangle, staff ask them to look around the room to find the same shape. Children are excited to do this and share their thoughts with staff.

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

- The manager and staff focus on supporting children's communication and language skills. For example, in the toddler room, staff read stories to children, asking them to finish the end of sentences they read and to recall what happens next. This helps to engage children and develop their listening and attention skills.
- Children learn skills for the future, including to be independent. For example, in the baby room, staff provide children with a step, so they can reach the sink. They support children to wash their hands by themselves. In the pre-school room, staff ask children to serve their lunch and pour their own drinks, helping them to manage portion sizes.
- The manager and staff reflect on their practice, identifying improvements to increase opportunities for children. Recent changes include dividing the baby room into two areas, one for younger children and one for older children. This improvement is to promote children's safety, especially for those children who are non-mobile, helping to reduce potential hazards when older children want to be more active.
- The manager supports her staff well, for example, through supervision and appraisal meetings. Staff extend their professional development. For example, all room leaders complete training to support their knowledge of how to identify and support children with additional needs.
- Children are keen to join activities staff plan for them. However, occasionally,

when staff in the toddler and pre-school rooms intend to support certain aspects of children's learning during planned activities, they do not carry this out in practice. This means that some children are not able to learn as much as possible. One example of this is when staff in the toddler room plan to support children's understanding of how ice melts, this is not fully achieved.

- Staff share information with parents about their children's care routines and learning. They give parents information about how they can continue to support their children's learning at home. For example, staff suggest books they can read to their children to help prepare them for transitioning from wearing nappies to using the toilet. This helps to provide a united approach to supporting children's development.
- Staff ask parents to bring photos that show family members and special events at home. They use these photos to share with children their different life experiences. This is particularly beneficial for children who speak English as an additional language. For example, staff talk to children about their own cultures and traditions, helping to give them a sense of belonging in the nursery.
- Overall, staff promote positive behaviour well. However, staff in the toddler room do not always help children to understand the boundaries that are in place. For example, when children start to run in the corridor indoors, staff do not consistently ask them to use their walking feet, which is one of the rules that are in place. This may confuse children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff in the toddler and pre-school rooms to develop the implementation of planned activities to reflect the identified learning intention for the children taking part
- help staff in the toddler room to be consistent when supporting children to understand the rules and boundaries that are in place.

Setting details

Unique reference number	EY437136
Local authority	Leicestershire
Inspection number	10311790
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	60
Number of children on roll	52
Name of registered person	Best Start Nurseries Limited
Registered person unique reference number	RP531224
Telephone number	01455554034
Date of previous inspection	10 April 2018

Information about this early years setting

Best Start Nurseries @ St Marys Montessori registered in 2012 and is situated in Lutterworth, Leicestershire. The nursery employs 14 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, five at level 3, one at level 4 and one at level 5. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

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 the inspector completed a learning walk together of all areas of the nursery and discussed how the manager implements the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and operations manager. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents shared their views on the nursery with the inspector.

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 2024