

Inspection of Ladybird Montessori Nursery

321 Birmingham Road, Wylde Green, Sutton Coldfield, West Midlands B72 1EH

Inspection date: 18 September 2024

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 explain that they like coming to nursery. Staff show high levels of nurture and care towards all children. They surround children with cuddles and love. This works well, particularly if children arrive at the nursery unsettled. Before long, children are happy and ready to explore. Staff notice and respond immediately to children when their nappies require changing.

Children of all ages experience a range of songs and rhymes in an array of languages, including Italian, Spanish and English. Some younger children listen attentively and start to copy the actions from the rhymes. Some older children enthusiastically join in with key words they have learned in other languages. Babies have lots of space to practise their physical skills, such as pulling themselves up, crawling and walking. Older children practise a range of physical skills, such as climbing, running, mark making and threading.

The curriculum is exceptionally well sequenced to build on children's knowledge over time. Most staff use what they know about the children to set out a range of stimulating and enjoyable learning experiences. Consequently, children are flourishing at the nursery. They are confident and inquisitive learners. Staff remind children to share and take turns. They are very positive role models to the children. Children show care towards one another.

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

- Leaders have an ambitious vision for the setting. They are knowledgeable and passionate. Leaders have a clear self-evaluation in place. This helps to identify ways the setting can continue to improve over time.
- Leaders have developed a unique curriculum with a focus on supporting children to develop lifelong skills. Staff provide children with a range of adult-led and child-initiated experiences. However, there are times where some staff do not focus as clearly about how they can support children as they access activities to achieve the learning intentions set out for them.
- Children have lots of opportunities to sit and listen to stories. Most staff engage well in children's play. However, some staff do not utilise the opportunities available to fully promote children's language development. For instance, some staff do not model language to children who are making sounds or they ask children closed questions, even when they are trying to support children to speak more than one-word sentences.
- Staff assess and observe children's development to identify gaps in their learning. Staff use this information to help ensure children receive the early help they require. Staff work well alongside other professionals.
- Leaders have developed strong relationships with staff. This helps all those who

work with children to have a shared vision. Leaders place a clear focus on supporting staff's well-being. Leaders support staff to be reflective in their practice. Together, they identify ways that practice could be improved.

- Staff work well alongside parents. They gather and share regular information about the children. This helps to ensure children receive the consistency they require in their care and learning, both at home and at the nursery. Parents comment extremely highly about how caring and supportive staff are. Parents state that they can see the progress their child has made in their development and they praise staff for this.
- Leaders have placed a strong focus on developing all children's independence skills. Children of all ages help to self-serve. Babies who are able to walk are called out by name to come and help serve their food. They concentrate as they walk back to the table with their plates to sit down. Older children are taught how to put on their own shoes and coats.
- Staff support children to learn about their feelings and emotions. They are keen for children to learn about their actions and the impact on others. Children are very respectful and behave well.
- The chef prepares balanced and nutritious meals for the children, which are tailored to their dietary requirements. Staff support children to learn how they can look after their own bodies. This helps to teach children about how they can stay clean and healthy.
- Staff complete risk assessments to identify and remove risks within the environment. Leaders are reflective and continuously make changes to ensure risk assessments are robust to ensure children's safety. Leaders take complaints seriously. They work alongside others to help investigate and identify areas where improvements can be made. Leaders keep robust records to reflect this.

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 to focus more clearly on how they can support children to achieve the learning intentions set out for them, while they access learning experiences
- make the most of the opportunities available to fully promote children's language development.

Setting details

Unique reference number	EY560729
Local authority	Birmingham
Inspection number	10354408
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	0 to 5
Total number of places	59
Number of children on roll	71
Name of registered person	Ladybird Montessori Limited
Registered person unique reference number	RP560728
Telephone number	0121 373 4554
Date of previous inspection	25 May 2021

Information about this early years setting

Ladybird Montessori Nursery registered in 2018. It operates Monday to Friday from 7am until 6pm throughout the year, except for bank holidays. The nursery uses the Montessori educational philosophy as part of their curriculum. It employs 18 members of childcare staff. Of these, two hold qualified teacher status, one holds a level 6 qualification, and eleven hold an early years qualification at level 2 or above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louise Chinyuku

Inspection activities

- The inspector viewed the nursery and discussed the safety and suitability of it.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children, parents and staff and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- 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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