

Inspection of Ashbourne Montessori Stoneygate

279 London Road, Leicester LE2 3BE

Inspection date: 22 July 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

All children are happy and well settled at the nursery. Babies giggle in delight as they lift the flaps and read books with their key person. Older children are confident and articulate. They excitedly give visitors a tour of the nursery garden and explain what they enjoy doing in each area. Children demonstrate they have strong bonds with staff as they ask for help when they need it. Children learn to keep themselves safe as staff teach them how to use scissors. They calmly explain where each finger and thumb need to go and how to open and close the scissors. Children are resilient. They persevere when they find things difficult, such as putting on their coats. Children receive praise from staff when they succeed, helping them to identify their achievements.

Children behave well. They understand the daily routine and remind staff when it is time to tidy away toys and resources. Staff remind children to use their manners, such as saying please and thank you. Children play well with their friends and are supported by staff to take turns and share. Staff use visual aids to help children understand when it is their turn, such as sand timers. Children are curious and inquisitive. They ask staff to help them locate ladybirds in the garden. Staff suggest that spiders may be hiding in their webs.

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

- Leaders have devised and implemented a curriculum, which helps all children become independent and have the life skills they need to start school. Children become highly independent and are able to manage their own self-care. They confidently locate their boots and change their shoes before going into the garden. Young children feed themselves at mealtimes and tidy their plates away afterwards. Children recognise their own belongings and help others to find theirs.
- Staff support children's communication and language skills well. They adapt their vocabulary to suit the needs of each individual child. Young babies learn new words, such as farmer and tractor. Older children learn that volcanoes erupt. Staff's interactions with children are generally positive and children happily talk to staff about what they are playing with. However, at times, staff do not skilfully use appropriate questioning techniques to encourage children to think, understand and respond. For example, sometimes, staff ask children closed questions that require a 'yes' or 'no' answer that children answer with ease. At times, staff ask several questions in quick succession, which confuses some children as they do not know which question to answer.
- Staff support children's physical development well. Children develop their large muscles as they learn to safely climb and use slides in the garden. Staff teach children where to put their feet to climb safely. Older children develop the small

muscles in their hands in preparation for early writing. Staff teach them how to use tools, such as rolling pins, to manipulate play dough into different shapes. Furthermore, children enjoy using pipettes to water seeds they have planted.

- Children develop their mathematical skills. Outdoors, children find spiders and other insects in the garden. Staff support children to count the legs on spiders. Staff teach children how to compare the weight of pans in a pretend kitchen as they pretend to cook rice. Children begin to use mathematical language, such as 'heavy' and 'light'.
- Leaders implement a supervision system to support staff development. They hold regular staff meetings to share knowledge and provide training to all staff. However, this does not always focus on how staff can improve their individual teaching practice. Although leaders have identified the need to support some staff to further develop their skills, they have not yet targeted the coaching and support they provide precisely enough to ensure that all staff provide a consistently high level of teaching.
- Overall, partnerships with parents are good. Staff keep parents updated about their child's day and what they have enjoyed doing. They encourage parents to share information about their children's initial starting points in learning. This information helps staff understand the needs of each child. However, staff do not always communicate children's individual next steps in learning with parents. This means they are not able to continue their children's learning at home.

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 develop their questioning techniques to give children more time to think, understand and respond to questions
- provide more targeted professional development support for staff so that they can all develop their practice to a consistently high level
- work in closer partnership with parents to provide more ideas and support with learning at home.

Setting details

Unique reference number	2688104
Local authority	Leicester
Inspection number	10369753
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	42
Number of children on roll	28
Name of registered person	Ashbourne Day Nurseries Limited
Registered person unique reference number	RP901058
Telephone number	0116 2706662
Date of previous inspection	17 September 2024

Information about this early years setting

Ashbourne Montessori Stoneygate registered in 2022. It is located in Leicester. The nursery opens Monday to Friday, all year round. Sessions are from 7.45am to 6pm, Monday to Friday. The nursery employs eight members of staff. Of these, seven hold appropriate early years qualifications. The setting provides funded early education for children aged nine months to four years old.

Information about this inspection

Inspector

Rachel Barsby-Robinson

Inspection activities

- The inspector viewed the nursery and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection 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 and the manager carried out a joint observation of a communication and language activity.
- Parents shared their views of the nursery 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.

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 2025