

Inspection of Lamb Setts Montessori Nursery School and Out Of School Club

c/o Lamb Setts Montessori Nursery, 26-28 Chapel Street, Mosborough, Sheffield, South Yorkshire S20 5BT

Inspection date: 17 July 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, including those with special educational needs and/or disabilities (SEND), make a strong start to their learning in this warm and nurturing nursery. Experienced staff help babies to build strong bonds with them and to settle smoothly into nursery life. Children make good progress overall and are well prepared for the next stage of their learning, including starting school. Staff make good use of their knowledge of children's interests and abilities to plan for their learning. They help children to become independent and self-aware. For instance, children learn how to work together and use their imaginations as they develop role play in their fairy garden or use toy diggers and tractors in their muddy construction area.

Children feel safe, learn to behave well and show concern for each other. They rise to staff's high expectations and are polite and thoughtful to others. For instance, children listen to others and take turns when they choose and recite their favourite nursery rhymes. Staff help children to play safely and try new experiences. For example, babies become increasingly confident to explore new sensory activities, such as mark making in dry coloured rice or sticky pastes. Parents appreciate staff's warm and caring nature and the clear guidance and information they receive.

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

- Staff promote children's communication skills well overall. They encourage babies to pay attention to others and repeat phrases from rhymes and stories. Staff often join children in friendly conversations. However, they do not consistently further enrich and extend children's language skills throughout their activities. For instance, staff sometimes use words that are too simple or do not build on children's responses by introducing new and exciting vocabulary.
- The nursery strongly supports children with SEND. Staff identify gaps in children's learning and development at an early stage. They work closely with parents and other professionals, such as local authority advisers and speech therapists, to plan for children's further development. Staff support children well in their transition through the nursery and into school.
- Staff support children's love of books very well. They build children's experiences as they progress through nursery. For example, they introduce children to new and different fiction and non-fiction books that build on their interests and past experiences. Staff read stories in ways that engage children and stimulate their curiosity. For instance, older children have a keen understanding of the role of the author and the illustrator, and eagerly anticipate the development of the plot. Staff bring stories to life. For example, they create a 'Gruffalo trail' through the nursery grounds.

- The experienced and well-qualified managers provide passionate and sensitive leadership. They lead a well-established and very committed staff team, who know their community very well. Staff's morale is high and they feel that their contributions to children's learning and well-being are valued. The managers carefully review the effectiveness of the nursery and draw on the views of children, staff and parents to develop teaching and learning well.
- Staff promote children's good behaviour and personal development well. They encourage children to say 'please' and 'thank you' throughout their play and during healthy mealtimes and snack times. Staff support children to make decisions and persist in activities. Parents appreciate the support that staff give to help their children to manage and improve their own behaviour at home and in the nursery.
- Staff help children to develop their physical control and skills. They encourage children to make patterns in their water play and creative work using a wide variety of media, such as hands, fingers, brushes and pens. These skills help to prepare children for their later handwriting development. Staff help children to increasingly build their strength and core muscle control as they balance on tyres and wooden planks and join in aerobic and simple sporting activities.
- Parents highly recommend the nursery. They say that staff keep them very well informed about their children's progress. Parents particularly appreciate the care and commitment that key persons show to the children they are responsible for.

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 strengthen their interactions with children, to enrich and deepen children's vocabulary and language skills.

Setting details

Unique reference number	EY216890
Local authority	Sheffield
Inspection number	10351505
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 4
Total number of places	60
Number of children on roll	86
Name of registered person	Lamb Setts Nursery Partnership
Registered person unique reference number	RP521003
Telephone number	0114 248 6960
Date of previous inspection	17 September 2018

Information about this early years setting

Lamb Setts Montessori Nursery School and Out of School Club registered in 1994 and is situated in Mosborough, Sheffield. The nursery employs 14 members of childcare staff, 13 of whom hold appropriate early years qualifications at level 3 or above, including one at level 6 and one at level 7. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It follows the Montessori teaching approach to learning.

Information about this inspection

Inspector
Andrew Clark

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The managers joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a communication and language activity with managers.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to children to find out about their time at the nursery.
- The managers discussed the leadership and management of the nursery with the inspector and shared relevant documents.
- The inspector spoke to several parents during the inspection and took account of their views.

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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