

Inspection of Leeds Montessori School & Day Nursery

Wetherby Road, Leeds LS8 2LE

Inspection date:

12 November 2024

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Leaders do not always work effectively with the local safeguarding partnership. This has an impact on vulnerable children's safety. The new management team does not yet have adequate oversight of the nursery. It has not yet embedded processes for improving practice. This means that curriculum delivery is variable across the nursery. For example, the quality of staff's interaction with children varies widely. That said, the new staff team is beginning to work effectively together. Staff are getting to know most of the children and families who they support.

Children arrive happy and enjoy their time at the nursery. They benefit from warm and trusting relationships with staff as they get to know each other. Children behave well. They show that they feel happy and safe with staff. For example, staff acknowledge that babies prefer familiar adults to change their nappies or provide comfort. This means that the youngest children are usually very settled and quickly comforted if they become upset or unwell. Children confidently explore the well-resourced environment. They quickly find something that interests them and are busy throughout the day.

Staff help children to play safely. Children learn to follow daily routines that help to keep them safe. For example, toddlers wait patiently for a member of staff to hold their hand to help them up the steps to the outdoor area. They become used to listening to staff and following what they say.

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

- There have been considerable changes in the nursery at all levels. The new leadership team is beginning to identify the improvements that need to be made. However, these are not yet having a full impact on the quality of the provision. For example, staff know how to identify children who could be at risk of harm. They know how to contact safeguarding authorities if they are concerned about children's welfare. However, leaders have failed to follow the local safeguarding partnership's reporting procedures in the case of allegations being made against adults who work with children. As a result, children are not fully safeguarded.
- Leaders have made sure that there is a qualified member of staff in each room. They have maintained useful daily routines. This provides children with a sense of stability and continuity. Children are settled because they know what is going to happen next. Parents confirm the recent disruption to the smooth running of the nursery. However, they report that they are beginning to see positive changes and a more stable staff team.
- Leaders have helped staff to create and follow an appropriate curriculum. There

is considerable variation in staff's qualifications and experience. However, children learn the basic skills they need to move on to the next stage in their learning. For example, babies use their spoons well. They have practised these physical skills with paintbrushes earlier in the day. Older children begin to make firm links in their learning. For example, they discuss the size of their fruit with each other, referring to it as being 'just right'. They go on to relate this to the book 'Goldilocks and the Three Bears', and chat about what happened in the story. Older children are ready for their move to school.

- Staff get to know children and their families so that they can meet children's basic needs. However, they have not yet used all available tools, such as the progress check at age two, to understand children's needs on a deeper level. This means that it is not always clear when additional support could be useful for children.
- Older children access a well-resourced outdoor area regularly throughout the day. For example, they develop their strength and balance as they create stepping stones with the crates. They pedal the bicycles and have races with their friends. Sometimes, children enjoy a story as they rest under the trees. However, the youngest children do not access the garden as often. This does not fully meet their health and well-being.
- Staff help children to enjoy songs, stories and rhymes. They regularly practise five core songs and read five core books. This is successfully implemented by all staff, who know which songs children are learning. This aids children's understanding and pronunciation of the vocabulary they are learning. Older children join in enthusiastically with well-known parts of a familiar book.
- Children enjoy the healthy and home-cooked meals that meet their dietary requirements and preferences. They learn to prepare their fruit for snack and develop pleasant table manners.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
--	-----------------

ensure that lead practitioners liaise appropriately with the local safeguarding partnership and Ofsted in relation to allegations of harm being made against adults who work with children	24/11/2024
provide support, coaching, supervision and training for staff to promote children's individual learning needs.	21/02/2025

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

- develop a deeper understanding of children's learning needs
- improve the youngest children's health and well-being further, for example, by increasing their access to outdoor play.

Setting details

Unique reference number	EY481996
Local authority	Leeds
Inspection number	10368719
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	79
Number of children on roll	65
Name of registered person	Leeds Montessori Ltd
Registered person unique reference number	RP534022
Telephone number	01132323363
Date of previous inspection	18 February 2020

Information about this early years setting

Leeds Montessori School & Day Nursery re-registered in 2014 and is located in Leeds. The nursery employs 19 members of childcare staff. Of these, eight staff hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides government-funded childcare.

Information about this inspection

Inspector
Pat Edmond

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum with the manager and staff.
- The inspector and the manager carried out a joint observation of a communication and language activity.
- The inspector looked at a sample of documents and records. These included evidence of the suitability of staff working in the nursery and a range of other documentation required for the safe and effective management of the nursery.
- The inspector spoke to staff about how they keep the children safe and promote their learning and development.
- The inspector spoke to children to find out about their time at the setting.

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