

Inspection of Leeds Montessori School & Day Nursery

Wetherby Road, Leeds LS8 2LE

Inspection date: 14 March 2025

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is good

Leaders and staff prioritise supporting children's independence skills at this friendly and caring nursery. For instance, children learn how to serve their own meals and snacks. They learn how to put on their coats and shoes by themselves. Staff aim to encourage children to learn how to manage conflicts with increasing independence. All children become confident to make choices about their play and develop the skills that they need for the next stage in their education. Parents and carers report that their children are happy and settled in the care of the attentive staff team.

All children benefit from daily opportunities to spend time in the wonderful outdoor area. Babies enjoy playing outside on rockers or practising their walking skills. Older children enjoy spending time in the sheltered outdoor classroom. They learn how to plant and grow seeds. Staff make sure that all children receive varied opportunities to play, learn and be active outside.

Staff support children to keep on trying with difficult tasks. For example, babies show their determination to put the correct shapes in the holes on a shape sorter. Older children concentrate as they build towers from magnetic shapes. They show their ability to focus on activities as they choose cutters to make shapes with play dough. Leaders and staff ensure that the learning environment meets the interests of children. As a result, children show high levels of engagement in their play and learning, which in turn, leads to positive behaviour.

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

- Leaders have overall responsibility for planning what children will learn each term. They use information, from observations of children made by staff, to identify the skills that children need to learn next. Staff then plan activities and experiences to support children to develop these skills. They adapt their planning for children's learning to support those with special educational needs and/or disabilities (SEND) to work towards their learning goals. This ensures that all children receive a broad and enjoyable curriculum that meets their development needs.
- Staff consider the ambitious vocabulary that they want to share with children during their play. They use sign language with children to support their understanding and communication skills. Staff use a plate of ingredients at mealtimes to promote conversations with children about food and healthy eating. These approaches ensure that children's speaking and listening skills are developing well.
- Staff provide clipboards and pencils for children to freely access. This encourages children to make marks as they play. Children hear traditional stories, such as 'The Enormous Turnip'. They recall events and characters from

the story. Children develop a love of stories and books and are growing their literacy skills.

- Leaders have recruited and continue to expand a consistent team of staff. This is ensuring continuity for children's care. Staff are quick to offer comfort and cuddles to new children to help them to feel emotionally secure. Children show that they are developing bonds with their key persons.
- Relationships with parents are a strength of the nursery. For instance, parents are invited to share their views and ideas for improvements through the parent forum. Leaders and staff provide regular updates for parents about children's learning and experiences. Staff share the 'skill of the week' that children are learning in the nursery with parents. This helps parents to build on children's learning at home.
- Leaders and staff have worked extremely hard to make improvements since the previous inspection. For example, staff have received training on their roles and responsibilities, and how babies learn. Leaders continue to coach staff and model good practice in supporting children's development.
- Overall, staff's practice is now good. However, some staff are still developing their skills in delivering the Montessori aspects of the curriculum. Some staff are still building their confidence in planning for children's learning. Leaders aim to continue the planned programme of training to continue to strengthen the skills and knowledge of staff.
- Leaders aim to continue the improvements that they are putting into place in the nursery. They have a good oversight of staff's practice and how children are developing. Consequently, children continue to receive positive experiences to support their learning. However, leaders are still refining these methods of evaluating the provision to identify areas for future development and improvement.

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:

- continue the planned programme of training and support for staff, to further raise and develop their skills and support their confidence in planning for children's learning
- enhance the methods for evaluating practice and identify future areas for development, to continue to raise the quality of the already good provision.

Setting details

Unique reference number	EY481996
Local authority	Leeds
Inspection number	10377635
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	1 to 4
Total number of places	101
Number of children on roll	51
Name of registered person	Leeds Montessori Ltd
Registered person unique reference number	RP534022
Telephone number	01132323363
Date of previous inspection	12 November 2024

Information about this early years setting

Leeds Montessori School & Day Nursery re-registered in 2014 and is located in Leeds. The nursery employs 21 members of childcare staff. Of these, 11 staff hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery receives specific funding for disadvantaged children and offers government-funded childcare for children aged between nine months and four years.

Information about this inspection

Inspector
Samantha Lambert

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to and communicated 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 spoke with the nursery leaders about the leadership and management of the setting.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between staff and the children.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views on the setting with the inspector.
- The inspector spoke with the nursery leaders and staff about their safeguarding knowledge and responsibilities.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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