

Inspection of Little Adventurers Montessori (Allerton)

The Old School, Vicars Terrace, Allerton Bywater, Castleford WF10 2DJ

Inspection date: 9 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children separate from their parents with ease as they happily enter this friendly and welcoming nursery. Children display a strong sense of belonging and show that they feel safe and secure. Children's well-being is fostered, for example they have formed relationships with staff, where they feel confident to cuddle up to read stories and explore books. The youngest children show they have formed bonds with key staff as they seek them out for reassurance as they settle into the routines of the day. The skilled staff show genuine warmth and kindness to children. Staff are wonderful role models. They calmly explain what is expected of children and why. As a result, children demonstrate lovely manners and kindness towards their friends.

Staff deliver a high-quality, ambitious curriculum that is varied and precisely tailored to meet each child's individual needs. They know children extremely well and build on their existing knowledge. All children are challenged appropriately through their chosen play, enabling them to reach their full potential and make wonderful progress. For example, children demonstrate rich imaginative play by filling bowls, pans and pots with water, leaves and bark chippings to create their own 'chocolate and vanilla cake'. Children use warm water and tools to chip and melt ice, to reveal the sea creatures inside. They demonstrate their prior learning as they describe the emerging sea creatures.

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

- Children's communication and language are supported well. Staff engage children in conversations to encourage them to think and extend their learning. Children eagerly ask staff questions to further their understanding. Children use their phonic knowledge to identify the letters on the ducks and correctly use these in context. During carpet time, children sing familiar rhymes and songs. Staff use simple signing effectively to support children to understand what is happening, children then use this to communicate their needs.
- Staff support children's mathematical development through a carefully planned, sequential approach that progresses from familiar shapes, like circles, squares and triangles, to more complex forms, such as octagons and ellipsoids using the activity trays. Children make meaningful connections. For example, linking the word 'octopus' with eight legs to reinforce their understanding of the number eight. Alongside this, staff introduce key concepts like 'empty, full, half' in natural contexts, helping children develop early shape recognition, measures and related mathematical vocabulary.
- Staff promote a healthy and active lifestyle. Children enjoy nutritious, home-cooked meals. Staff are aware of children's allergies and dietary requirements when serving food and ensure these are adhered to. Children enjoy the outdoor

area, and staff prepare them for all weathers, including applying their sun cream and sun hats.

- In pre-school, staff have not yet organised the new mealtime routines effectively. As a result, these times can appear to be chaotic. For example, many children are moving around serving their meals, while others are scraping plates in a limited space. Staff do not implement hygiene arrangements robustly, such as clearing food from the floor next to children and washing hands after wiping children's noses.
- Parents were eager to share their views of the nursery. They value the honest and open feedback they receive from leaders and staff, especially during settling-in periods. All parents expressed how enthusiastic children were to attend the nursery, with a child describing her key person as her 'best friend'. Information regarding children's routines and their development are shared on an electronic app and verbally when children attend. Partnerships with parents are wonderful.
- Staff state that leaders give their well-being a high priority and ensure that their workload is manageable. Leaders have effective systems in place for staff training, coaching and ongoing support. They are committed to ensuring continual professional development. This helps to improve their skills and teaching over time.
- The provider previously notified Ofsted about a breach to the early years foundation stage requirements. The inspector discussed this with the nursery leaders during the inspection. They have taken swift and appropriate action to ensure the premises are safe and secure.

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:

- refine the organisation of mealtime routines and ensure that staff implement hygiene arrangements robustly.

Setting details

Unique reference number	2835024
Local authority	Leeds
Inspection number	10404950
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	72
Number of children on roll	152
Name of registered person	Little Adventurers Montessori Ltd
Registered person unique reference number	2696081
Telephone number	01135177561
Date of previous inspection	Not applicable

Information about this early years setting

Little Adventurers Montessori (Allerton) registered in March 2025 and is located in Allerton Bywater, Castleford. The nursery employs 26 staff, of whom 6 hold qualified teacher status. The nursery opens Monday to Friday, 8am to 6pm all year round except for bank holidays. The nursery provider offers the government funded places for childcare.

Information about this inspection

Inspector
Jo Clark

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision 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 spoke with the nominated individual about the leadership and management of the setting.
- 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 manager and the inspector carried out a joint observation.
- 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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