

Inspection of Little Adventurers Montessori Ltd

Kippax Greenfield Primary School, Ebor Mount, Kippax, Leeds LS25 7PA

Inspection date: 4 June 2024

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 are happy, confident learners at this warm and welcoming nursery. Qualified and knowledgeable staff greet children with a smile. Children are eager to join their friends and start their learning. Staff form positive relationships with children and families. Children enjoy spending time with their key person completing activities. They go to them for comfort and reassurance when needed. Staff have high expectations of children's behaviour and teach children the 'golden rules' of the nursery. Children learn to be kind and helpful to each other. Staff plan activities to challenge children's thinking. This helps children to have a positive attitude to their learning and show high levels of concentration.

Children develop good physical skills. Staff plan opportunities for them to use their small and large muscles. Children confidently negotiate a balance bike around the track. Staff teach children about keeping themselves safe and remind them to wear their helmet before riding the bikes. Children learn to take safe risks as they negotiate their way across the wooden logs. They use their small muscles to squeeze the paint bottle into their container. They use a variety of mark making tools and enjoy making marks for a purpose. All children make good progress from their starting points.

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

- Staff support children's communication and language extremely well. They speak clearly and introduce new language to children. Staff plan a 'word of the week' to allow children to widen their vocabulary. For example, children learn the words, 'grouchy', 'lonely' and 'diverse'. Children are eager to share with their friends the meaning of the new words. Staff often use the new words in context during children's play. This helps children to understand a wide range of vocabulary.
- Staff plan many opportunities for children to become independent learners. Children show high levels of independence. They learn to self-serve their food at mealtimes. Children skilfully carry their plate to the table. They use a sponge to wash their plates after eating. Children help themselves to snack and water. They develop the skills they need for their move on to school.
- The special educational needs co-ordinator (SENCo) is very proactive in seeking help and support for children. This early identification ensures support can be provided at the earliest opportunity. The SENCo works well with outside agencies to develop her own knowledge. Leaders and managers use additional funding effectively to meet the individual needs of children. This helps to provide the best support for children in their care.
- Staff share books and stories with children and promote a love of stories, songs and rhymes. They sing with children throughout the day and ensure books are

available in all areas of the nursery. Children enjoy looking at books independently and in small groups. Leaders and managers provide a lending library for children to take books home. However, not all parents are aware of this service and therefore do not always benefit from the books available to extend their children's skills.

- Children become confident counters. Staff ensure children learn about mathematics throughout the day. They model counting objects as they use their fingers as they count. Young children confidently count six shoes on the ladybird. Staff plan activities to teach children about size and shape. They encourage children to measure each other. Staff skilfully use the language of size within the activity. For example, staff explain children are 'taller' than their friends and 'shorter' than others. Children develop good mathematical skills.
- Staff plan opportunities for children to learn how to wash their hands. Children practice this routine as they watch a video and listen to the handwashing song. Generally, most children wash their hands before eating. However, sometimes, when children have snack outside, staff do not always ensure children wash their hands before taking the food. This does not consistently help children to learn about good hygiene routines.
- Parents are very complimentary about the nursery. Staff share information with parents during daily handovers, weekly newsletters, through an online app and during parents meetings. Parents feel well informed about what their children are learning at the nursery. They comment on the good progress children have made since attending the nursery.

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:

- review and enhance the use of the lending library so that all parents are aware of the books available to support their children's learning at home
- consider the organisation of snack time to ensure that staff consistently implement hygiene routines.

Setting details

Unique reference number	2696083
Local authority	Leeds
Inspection number	10338921
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	2 to 4
Total number of places	24
Number of children on roll	45
Name of registered person	Little Adventurers Montessori Ltd
Registered person unique reference number	2696081
Telephone number	07546347489
Date of previous inspection	Not applicable

Information about this early years setting

Little Adventurers Montessori Ltd registered in 2022 and is located in Leeds. The nursery employs eight members of childcare staff. Of these, three members of staff hold qualified teacher status and three hold early years qualifications at level 3. The nursery opens Monday to Friday, all year round from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Miriam Caldecott

Inspection activities

- This was the first routine inspection the provider 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 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 their children to learn.
- Children spoke to the inspector about what they enjoy doing while at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENDCo spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation during a focus activity.
- Parents shared their views of the nursery with the inspector.
- 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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