

# Inspection of York Montessori Nursery Ltd

Logistics House, 33 Hospital Fields Road, Fulford Industrial Estate, York YO10 4DZ

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Inspection date: 26 June 2023

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Staff are kind, caring and friendly. They have good relationships with children and know how to promote children's emotional well-being. For example, staff share information about children's dietary requirements and sleep patterns with supply staff. This helps to promote continuity and children benefit from consistent routines. Overall, children's behaviour is positive and they respond well to the praise offered by staff.

Staff do not consistently ensure areas used by children are safe. For example, although risk assessment documents are completed, staff have not removed a broken box lid from the outdoor area, which has a protruding metal hinge. However, the manager responded quickly once she had been made aware and removed the risk to children immediately. Overall, staff respond effectively to children and show enthusiasm in their interactions. Staff who work with children with special educational needs and/or disabilities have high expectations for them and know them very well. However, some staff are not aware of children's individual learning goals. In addition, staff deployment has an impact on children's level of engagement and participation in experiences.

The manager and staff team have considered the impact of the pandemic on children's learning and development. They focus on developing their independence and language skills. Children show confidence in their own ability and the majority are skilful communicators.

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

- Staff who work with babies have a clear understanding of how to build secure foundations for future learning. They focus on helping babies develop good language and social skills. Babies show delight as staff play the flute at song time. They bring animals to the carpet and copy actions and animal names, as staff respond by singing favourite rhymes.
- There are weaknesses in the risk assessment procedures. Although staff identify risks in the outdoor area and log this on the written safety check, they do not always share the information with other staff. Therefore, the identified hazard was not immediately removed while children were playing outside. This means the risk assessment is ineffective. However, the management team monitor accidents and takes action to try and prevent them from reoccurring.
- Staff are not consistently deployed to meet older children's learning needs. For example, during group times in preschool, staff prepare for lunch as opposed to supporting the group activity. This leaves one staff member with a large number of children and has an impact on children's level of participation. Staff frequently leave the rooms to complete other tasks, which means those who are left need

to supervise children, as opposed to engaging in learning.

- The quality of education is variable and inconsistent for children across the nursery. For example, there are a number of qualified staff who work as supply cover due to staff shortages. Although they are responsive to children and have warm interactions, they are not aware of children's next steps or learning needs. In addition, children whose key person is absent are not supported effectively throughout the session.
- In contrast to this, other staff share detailed knowledge about their key children. For example, they provide one-to-one support for children with special educational needs and/or disabilities. Children explore the paints in the preschool room and move back into the toddler room to jump up and pop bubbles. Staff stay close to them to keep them safe and model clear key words to build up their language skills.
- Other staff extend children's understanding of colour mixing, linking this to prior interests in rainbows. Children share their knowledge of how to create different colours and use wooden slates to show their findings. Staff extend this further and add positional language to encourage children to think about top, middle and bottom.
- Staff consistently promote children's self-help skills and independence. Young children self-serve at lunchtime and can pour their own drinks. Older children use the toilet independently and understand the importance of washing their hands. Children are encouraged to make choices about their learning and staff respond to any areas of interest.
- The provider and manager ensure staff have access to a wide range of professional development opportunities. Staff say they access training which is relevant to their role, such as specific baby room training or language development. The manager regularly holds one-to-one meetings with staff to help them reflect on their responsibilities and their well-being.
- The manager and staff team have good partnerships with parents and other professionals. For instance, teachers are invited into the nursery to help children prepare for the next stages in their learning. Parents are invited to a range of activities throughout the year and staff provide updates online to help them become involved in their child's learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

The provider and manager understand their responsibilities to protect children. They provide staff with regular child protection training to help them maintain a robust knowledge of safeguarding procedures. Staff confidently identify signs and types of abuse. They know how to record, and report concerns about children's welfare. Staff are aware of the procedures to follow if they have concerns about their colleagues, for example, they know who to contact in the local safeguarding partnership. The provider and manager follow safer recruitment procedures. They obtain enhanced disclosure and barring service checks for all staff, including those who are supply cover. Although there are weaknesses in staff's understanding of

risk assessment procedures, they supervise children effectively, which helps to keep them safe.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
develop staff's understanding of how to identify and manage risks in areas used by children	28/07/2023
improve staff deployment to ensure children's needs are met consistently, specifically in regard to their learning and development	28/07/2023
ensure all staff are aware of children's individual learning goals and improve their teaching so it is purposeful, in order to maximise children's learning and provide appropriate support.	29/08/2023

## Setting details

<b>Unique reference number</b>	EY364167
<b>Local authority</b>	York
<b>Inspection number</b>	10294464
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	69
<b>Number of children on roll</b>	132
<b>Name of registered person</b>	York Montessori Nursery Ltd
<b>Registered person unique reference number</b>	RP903544
<b>Telephone number</b>	01904 642666
<b>Date of previous inspection</b>	16 January 2019

## Information about this early years setting

York Montessori Nursery registered in 2007 and is situated in the Fulford area of York. The nursery employs 21 members of childcare staff. There are four members of staff who have qualified teacher status and two with an early years degree. There are a further eight members of staff, including the manager, who have a relevant early years qualification at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. Children with special educational needs and/or disabilities attend.

## Information about this inspection

### Inspector

Michelle Lorains

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- 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 teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- A joint observation was completed by the manager and inspector indoors during an experience with older children.
- The inspector held a discussion with the provider and the manager in relation to the leadership and management of the nursery. She looked at relevant documentation such as evidence of recruitment, staff's qualifications and their suitability to work with children.
- The inspector spoke to parents and obtained feedback for the inspection.

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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