

Lilliput Montessori Day Nursery (Glenfield)

Inspection report for early years provision

Unique Reference Number	223231
Inspection date	11 March 2008
Inspector	Patricia King
Setting Address	29 Stamford Street, Glenfield, Leicestershire, LE3 8DL
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Registered person	Lilliput Day Nursery Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Lilliput Montessori Day Nursery is one of five nurseries run by Lilliput Day Nursery Ltd. It opened in 1998 and operates from premises situated in the village of Glenfield which is to the north of the city of Leicester. A maximum of 27 children may attend at any one time. The nursery is open each weekday from 07:30 until 18:00 excluding Bank holidays. All children share access to a fully enclosed outdoor play area.

There are currently 66 children aged from birth to eight years on roll. Of these, 23 children receive funding for early education. The nursery is able to support children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery employs 10 members of staff. Of these, seven hold appropriate early years qualifications. The nursery uses the Montessori method of teaching.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are learning to follow routines which develop their understanding and independence with regards to a healthy body and personal hygiene. For example, younger children are helped with hand washing whilst older ones use the toilet, wash their hands and brush their teeth with confidence and explain why this is important to stop dirt and germs causing sickness. However, this is not consistently resourced, for example, by having individual hand drying facilities available at all times. Staff follow clear procedures to take appropriate action in the event of an accident, to administer any necessary medication and care for children until collected by their parent if they are taken ill at the nursery. Robust procedures are in place to ensure that children are protected from cross-infection such as informing parents that children must not attend if ill or infectious and promoting good hygiene practices. However, staff do not always follow the written procedures efficiently which means that children's health is compromised, for example, by sharing drinking cups and poor nappy changing practice.

Care is taken to ensure that children's daily routines such as sleep and feeding times are established with their parents and these are maintained by the nursery. Parents are kept informed of their children's daily food and drink intake, sleeping patterns and nappy changes by daily diary sheets. The daily routines are suitably organised to provide opportunities for children to take part in outdoor opportunities. A suitable range of physical play equipment is available such as ride-on toys, hoops, a climbing frame and a tunnel. Staff use resources and activities imaginatively to promote physical development indoors and outside. For example, children enthusiastically joined the bean game to act out the 'characteristics' of runner, jumping and baked beans.

Children enjoy a good variety of nourishing meals planned and prepared to meet their individual nutritional and dietary needs. Staff make good use of meal times as a social opportunity to help children learn about the importance of having a healthy and varied diet and trying different tastes. A range of nourishing snacks is offered during the day such as fresh fruit. Children are learning to recognise their own needs and are able to help themselves to water which is kept within easy reach to promote their independence.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The provider and staff have created a welcoming, colourful and stimulating environment where children are encouraged to learn and develop their sense of belonging. A good range of quality toys, equipment and child-sized furniture is arranged within easy reach throughout the setting to promote independence and choice safely. Children are protected from most hazards on the premises by the staff's daily risk assessments. However, children's safety is potentially compromised on occasions by the organisation of available space for children aged under three years and hazards in the toddler toilet area. Children are kept secure in the premises by robust security systems to monitor visitors to the building. There are good systems to supervise the arrival, collection and departure of children and to ensure that children are only collected by their parents or authorised adults. However, the systems to register staff and children's attendance are not consistently maintained to show the hours of attendance which means that in the event of an emergency appropriate action to escape to safety could be delayed. Children are learning simple rules for their safety such as sitting safely at the activity or meal table and

not to push or run between activities indoors. They are learning why these are important to prevent accidents and show pride when praised for behaving safely or responding to gentle reminders from staff. Children are learning to take responsibility for keeping themselves safe through routines such as practising fire drills and road safety routines when on outings with staff. However, this practice is not informed or supported by written procedures to safely escort older to children to and from their schools.

Children are well-protected from harm caused by others because staff have a good understanding of their child protection responsibilities and know whom to share their concerns with both within the setting and externally. Clear information about child protection issues is displayed and the detailed policy informs parents that the safety and well-being of children is paramount.

Helping children achieve well and enjoy what they do

The provision is good.

The nursery pays careful attention to establish full details of children's individual care needs and keep this information up to date. This means that staff know the children well and develop positive, supportive relationships with them and their parents. Staff are attentive to settling new or distressed children into the daily routines which means that children develop a sense of belonging as they play and learn. Staff maintain records of what children can do and use early years guidance, such as the 'Birth to three matters' framework and the 'Curriculum guidance for the Foundation Stage' to plan a range of interesting and challenging activities. For example, babies receive good levels of support as they explore, feel, manipulate, stretch and learn new skills, such as rolling, crawling to reach toys and activities carefully placed to encourage mobility. Young children's interest and imagination are captured well in activities such as bubble play, making and playing with sensory bottles, interactive toys, and manipulating a variety of textures and substances such as jelly and cold spaghetti. Children are proud to show the display of pictures and collages they have made. This means the children feel valued and develop positive self-esteem which positively supports their progress to become competent learners and communicators.

Nursery Education

The quality of teaching and children's learning is good. Children are making good progress towards the early learning goals. They enter the pre-school room with enthusiasm and confidently greet staff and their friends with their news and views of the day. For example, they excitedly talk about the strong winds blowing down a tree and share the latest exploits of a child's new kittens. Children select and carry out activities independently and work with others to develop and extend play and involvement. For example, they worked together to build up the farm and place the animals into their pens and enclosures. This activity was skilfully managed by staff to promote mathematical learning such as counting, size, shape and sorting. Children respond well to the positive role models displayed by staff, for example, they are encouraged to say please and thank you and proudly respond when praised for doing so. They are forming good relationships with their peers, for example, they choose a friend to sit with at story or meal time, take turns and share. They understand and follow simple rules for harmony such as accepting that there is space for four children to play in the water and waiting for their turn.

Children are learning about other cultures and lifestyles through an informed and interesting range of activities. For example, their birthday calendar also identifies significant occasions in

the lives of others which are celebrated throughout the year. The children recently made pictures and models of their homes and found out about where people live in other parts of the world. They are exploring the world around them as they are taken on meaningful outings into the local community, for example, to the Post Office and village shops. They welcome visitors such as the Fire Service. Children regularly take part in fundraising events for local and national charities which means they are becoming aware of the needs of others. This means they are learning about the wider world and developing an understanding of their place in it.

Children listen attentively at circle and story time joining in, eagerly responding to and asking questions. Most children write their own name and use the many practical opportunities such as the mark-making table resources, lists and receipts in the home corner cafe and media such as salt, sand and cornflour to practice and secure their learning. Children are consistently encouraged by adults to develop their mathematical learning in well-planned activities. For example, enjoyable, practical activities include cutting shapes for the collage, and using mathematical language in sorting activities and daily routines. This means that opportunities for the children to make progress in mathematical development are captured well. They are confident in the use of IT and programmable toys and some children use the computer skilfully.

Children have easy access to props such as puppets and dressing up clothes to support imaginary play. They use a wide range of objects and materials imaginatively to design and make models and collages which they are proud to display. For example, they enthusiastically point out their individual contributions to the colourful collage of houses from around the world. Children use small tools and materials such as paint brushes, scissors and glue spatulas and spades with confidence and skill. They move around the room sensibly and have careful regard for other's safety, for example, when moving between activities or packing the toys away. Daily outside play provides opportunities for children to develop and practise their physical skills using a range of large equipment. Children recognise the changes that take place in their bodies when they exercise, for example, they describe getting hot and thirsty when running around.

Staff have sound understanding of the Foundation Stage and how children learn. Planning covers all areas of learning and systems are in place to ensure that children's progress is recorded and checked to ensure that learning is secure. However, plans do not clearly show how assessments are used consistently and appropriately to inform planning in order to set clear challenges for children's next steps in their learning. Staff know the children well and use effective questions and spontaneous opportunities to help children learn through their play.

Helping children make a positive contribution

The provision is good.

Children are learning about the wider world and different lifestyles through a well-planned and resourced range of activities. For example, the use of activities and meal times to explore different diets and cultural practices and celebrating significant events in the lives of others. They are taken on meaningful walks into the local area visiting local shops such as the post office. This means they are developing their understanding of the world and their place in it. Children are learning to manage their own behaviour, for example, they keep simple rules such as helping to tidy toys, sharing and taking turns. They are eager to help others, for example, fetching the pop-up toys for the babies and aiding a friend to put on an apron for messy play. They respond happily to gentle reminders from staff when behaviour is unacceptable and are proud when good behaviour is recognised and praised which promotes their confidence and self-esteem.

Children's individual needs are met effectively because care is taken to record all relevant details and information at their time of entry and keep these details up to date. This means that staff know the children well and develop warm relationships with them. When asked, parents report that they feel included and informed about their children's time in the nursery and are confident that their views and comments are taken seriously. The nursery prospectus contains detailed information about the operations and management of the setting and a monthly newsletter informs of plans, activities, events and activities parents can do with their children to support their learning. The setting pays careful attention to any concerns and has established an appropriate procedure to follow. However, parents are not informed that relevant information is available upon request. Suitable systems are in place for staff to work in partnership with parents and others to support children with learning difficulties and/or disabilities to benefit from attending the setting.

Children's spiritual, moral, social and cultural development is fostered. They behave well and show concern for each other. They are learning about their community and the wider world and are developing a real sense of belonging and self-esteem.

The partnership with parents and carers of children in receipt of early education is good. Parents are welcomed at the nursery pre-school and report that they feel involved and included in their children's development and learning. They are asked to share what they know about their children when starting at the nursery, however, this focuses upon their care needs. There are no systems established for parents to share what they know about their child's stage of learning and development when they enter early education. This means that staff cannot build on parent's input to progress children's learning at this stage.

Organisation

The organisation is satisfactory.

The provider has established a comprehensive range of policies and procedures and most are used effectively to support the safe and efficient management of the setting. All legally required records and most documentation is in place and used appropriately. Suitable systems are in place for the recruitment, training and development of staff which ensures that all adults working with the children or having access to them are suitable to do so. For example, sound induction procedures ensure that new staff, students and volunteers are well-prepared to make a positive contribution to the nursery. Regular appraisals are used to identify training and development needs and staff are expected to keep up to date with the setting's operational plan to deliver effective care to children attending the nursery.

The environment and routines are generally organised well to promote children's care and welfare indoors and outside. Staff build good relationships and communication with children and their parents which means that children settle well, have confidence to take part in activities and their enjoyment and self-esteem are fostered effectively. Overall the provision meets the needs of the range of children for whom it provides.

The leadership and management of early education is good. The manager has been in her post since December 2007 and is establishing herself as a strong, knowledgeable leader who sets high standards for herself and her staff. The provider supervises and appraises the performance of the manager and overall effectiveness of the nursery. This means that the management partnership and staff work as an efficient cohesive team to plan and provide positive opportunities for children to make good progress in their early education. The systems to

monitor and evaluate the delivery of care and early education are being developed as part of the overall plan to prepare for the introduction of the Early Years Foundation Stage.

Improvements since the last inspection

At the last care inspection the provider agreed to ensure that the child protection statement contains procedures to be followed in the event of an allegation being made against a member of staff or volunteer and the behaviour management statement includes bullying. Children's safety and well-being has been improved with regard to these aspects as the documentation has been improved to include the required information.

At the last nursery education inspection the provider agreed to provide regular challenges to develop the children's skills to climb and move in different directions. Positive opportunities for children to develop and learn to use large muscle skills indoors and outside are planned into the daily activities for all children.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- take positive steps to prevent the spread of infection by ensuring the staff are informed and aware of the importance of good hygiene practice in order to prevent the spread of infection with regard to ensuring children drink only from their own individual drinking bottle and follow the safe, hygienic nappy changing procedures in place
- take positive steps to prevent the spread of infection by ensuring that individual hand drying facilities are available
- ensure that the premises are safe, secure and suitable for their purpose with regards to the organisation of available space and removal of hazards within the setting
- ensure that there are operational procedures for the safe conduct of outings that include escorting children between the nursery and their individual schools

- ensure that the system for registering children and staff attendance on a daily basis is consistently maintained to show the hours of attendance.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve staff's use of current assessment systems in order to use the information gathered to effectively inform planning for the next steps in individual children's learning
- ensure that parents have the opportunity to be a part of their child's learning by contributing to an assessment of their learning and abilities when entering funded education to establish what children can already do and inform planning for what they need to do next.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk