

Lilliput Montessori Day Nursery

Inspection report for early years provision

Unique Reference Number	EY348114
Inspection date	02 May 2008
Inspector	Patricia King
Setting Address	Forest House Lane, Leicester Forest East, Leicester, LE3 3NU
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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 good. 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 Nurseries Ltd. It opened in 2007 and operates from a purpose built premises in Leicester Forest East which is on the outskirts of Leicester. A maximum of 87 children may attend the nursery at any one time. The nursery is open each week day from 07:30 to 18:00 all year round. All children share access to a secure outdoor play area.

There are currently 107 children aged from birth to eight years on roll. Of these, 37 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 16 members of staff. Of these, 12 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 good.

Children's good health is promoted effectively within the activities and daily routines of the setting. All children have access to a good range of equipment for developing physical skills indoors and outside. For example, babies receive good levels of support as they explore, feel, manipulate, stretch, and learn new skills such as rolling, crawling and negotiating the low steps and slope frame. Play equipment such as bikes and rockers, balancing and throwing opportunities are planned and presented effectively to challenge and promote the physical learning and development of toddlers and pre-school children. The outdoor environment is used skilfully to present art, craft and creative activities such as planting and growing seeds and plants. Children are encouraged to dress themselves for going outside and staff ensure that all children are prepared for the weather conditions. This means that the outdoor environment is used effectively to promote children's health and well-being as they play and learn.

Children are learning to follow routines which contribute to their understanding of a healthy body and personal hygiene. For example, staff explain the importance of washing hands after using the toilet and before handling food and older children describe why this is necessary to protect them from germs and sickness. Staff are vigilant to prevent spread of bacteria and infection, for example, by wiping down tables and surfaces when changing table activities and preparing for snacks. They consistently talk to the children about what they are doing and why. This means that children are learning healthy and hygienic practice from good role models. Sound policies and procedures are carefully followed by staff to take appropriate action in the event of an accident and to administer any necessary medication. Children are further protected from infection by the clear policy that children must not attend when ill or infectious and information is displayed to inform of incubation periods and notifiable diseases.

Children enjoy a good variety of nourishing meals planned and prepared to meet their individual nutritional and dietary needs. Staff make effective 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. Older children are developing their independence and confidence as they help to set the places using spontaneous opportunities to count the settings and equipment needed. A range of nourishing snacks is offered during the day, such as fresh fruit and wholemeal toast. Children are learning to recognise their own needs and are able to help themselves to water. Care is taken to ensure that children's daily routines such as sleep and feeding times are established with their parents and these are followed by the nursery. Parents are kept informed of younger children's daily food and drink intake, sleeping patterns and nappy changes by daily diary sheets.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The environment is welcoming, effectively planned and prepared with imagination and care to offer stimulating play and learning opportunities indoors and outside. The well-organised rooms are arranged to reflect the children's developmental needs with a range of good quality toys and activities kept within easy reach at children's height to promote independence and choice. This means that children move around safely, freely and confidently making good use of the areas used as they develop a real sense of belonging.

Children are kept safe within the premises by the excellent security arrangements in place to ensure that no unauthorised adults may enter the building and children cannot leave the premises unsupervised. Clear procedures to identify and minimise risks and hazards are established within the setting's documentation and staff describe how they implement these effectively to maintain safety and security within the premises. However, this practice is not informed or supported by written procedures to safely escort older children to and from their schools as part of the newly established Galaxy Gang Out of School Club. Children are learning safe behaviour from staff's good role models and follow the simple rules in place to promote safety. For example, they negotiate the stairs carefully, remind each other not to push and respond with proud smiles when their safe behaviour is recognised and praised by staff.

Children are protected because staff have a good understanding of their child protection responsibilities and know whom to share their concerns with both in the setting and externally. Clear information about child protection issues is displayed and the nursery is vigilant to implement robust procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children's individual care needs and what they can do are thoroughly established with their parents by completing an "all about me profile" before they enter the nursery. 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 are knowledgeable practitioners who observe and record what children can do then use early years guidance, such as the 'Birth to three matters' framework and the Foundation Stage, to provide a good range of stimulating and challenging activities for children. However, they are not yet using this information effectively to support and set challenges for all children.

Babies learn to make sense of their world as they explore the interesting and challenging toys and resources placed within their reach, for example, treasure baskets filled with interesting shapes, textures and sounds. Daily activities include a wide range of messy and tactile play opportunities such as squirty foam, cooked pasta, jelly and baked beans. Smiles and expressions of awe signal children's pleasure as they squeeze, mould and manipulate the various substances whilst others prefer the comfort of individual attention as they listen to a story or play a game. Children have many opportunities to foster their imagination and creativity in a wide range of craft activities and enjoy working with a variety of mediums such as corn flour, play dough, water and sand. Staff encourage the children to experiment using all their senses as they play. For example, they have read about 'Percy the park keeper' and created their own parks in the playrooms. They are proud to show the collages, pictures and models they have made and displayed, which promotes their confidence and self-esteem. Staff have taken the children on outings to the local parks where they observed and learned about the natural world and how to be safe. Children are settled in the setting and confident to talk to staff who ask them lots of questions to make them feel valued and prepared to be competent learners and communicators.

Nursery Education

The quality of teaching and children's learning is good. Children are confident and demonstrate a sense of belonging because they enter the playgroup happily and settle into the daily routines with interest. They are forming positive relationships with each other and with adults, for

example, they speak confidently in a group eager to share their news and talk about their families and friends. Children are learning to manage their own behaviour, for example, they keep simple rules such as helping to tidy toys and are learning good manners and respect for each other in social settings such as meal times. Children are learning about other cultures through an appropriate and interesting range of activities, such as, finding out about different lifestyles, celebrating significant occasions in the lives of others. They are learning about lives of people living in other countries, for example, their visitors from Chernobyl. Children are learning about their local community by going on outings and inviting visitors from community services such the fire service, police and health workers to talk about their work. They are learning to have concern for others as they are involved in fund raising events for local and national charities. For example, they welcomed visitors from Chernobyl and raised funds for their home village.

Children frequently visit the well resourced book corner independently and most eagerly join when a staff member is present. They listen intently to a familiar story in a small group and make positive contributions, for example, suggesting what happens next. Most children write their own name and use mark making opportunities such as lists and receipts in the home corner to practise and secure their learning. Children confidently count up to ten in rhymes, stories and routine activities. They use problem solving skills in every day situations such as working out how many more places they would they need at the tables for lunch. Children are consistently encouraged by adults to develop their mathematical learning in well planned and imaginative activities. For example, they use equipment and toys to count, sort, talk about size and shape. Spontaneous opportunities such as lining up for outside play and tidying away are use effectively by staff to promote and secure mathematical language and learning.

Children use a wide range of objects and materials imaginatively to design and make models and collages which they are proud to display around the room. Most children are confident in the use of information technology and programmable toys and some children use the computer skilfully. They enjoy exploring and investigating different materials, such as wet and dry sand, and working outside in the garden which means they are learning about the natural world and how things grow. Children have a good sense of time and place and enjoy talking about themselves, their families and the community around them. For example, eagerly explaining that a painting was of home and indicating the bedrooms for each family member. They are developing a real sense of time as they recall when they were babies and talk about their siblings now in the other nursery rooms.

Children use small tools and materials such as paint brushes, scissors, glue spatulas and spades with confidence and skill. They move around the room safely and have careful regard for other's space, for example, when moving between activities or packing the toys away they move safely and negotiate space well. They have easy access to props such as puppets and dressing up clothes to support imaginary play.

Staff have a good understanding of the Foundation Stage and how children learn. They regularly observe and note what children can do and records of children's achievements are kept up to date. Planning covers all areas of learning and systems are in place to ensure that children's progress is well recorded and checked to ensure that learning is secure. However, plans do not clearly show how assessments are used efficiently 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. Children behave well and respond confidently to the consistent good role models displayed by the staff.

Helping children make a positive contribution

The provision is good.

Children's individual care needs are met effectively because care is taken to record all relevant details and information at their time of enrolment and keep these details up to date. This means that staff know the children well and parents feel informed and included in the care and development of their children. Parents are kept fully informed of their children's progress and are positively encouraged to play an active role in supporting their children's learning through their play at home. Children are forming positive relationships with each other and with staff, for example, children are soothed and settled when separation from their carer is difficult. Good systems are in place and staff work in very close partnership with parents and others to support children with learning difficulties and/or disabilities to benefit from attending the setting.

Children are learning to manage their own behaviour, for example, they keep simple rules, such as helping to tidy toys, sharing and taking turns and respond happily to reminders from staff when needed. Children are learning about the wider world and different lifestyles through a well-planned and resourced range of activities. For example, the use of meal times to explore different diets and cultural practices and celebrating significant events in the lives of others. They are taken on walks into the local area and community workers such as at the police and health workers visit to talk about their work. This means children develop a positive sense of themselves and helps them understand the lives of others.

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 receiving early education is good. A summary of all policies and procedures is included in the setting prospectus and parents are informed that full documentation and their children's records are readily accessible to them. Parents are asked to share what they know about their child's stage of learning and development when they enter funded education and regularly during their time in this group. This means that staff build on parent's input to effectively progress children's learning. Parents are welcomed into the nursery and report that they feel involved and included in their children's development and learning. For example, they are pleased to be involved in the garden project. They receive monthly newsletters and are invited to open sessions at least once each term.

Organisation

The organisation is good.

The provider has established robust procedures for the recruitment, vetting and development of staff which ensures that most adults working with the children or having access to them are qualified and all are suitable to do so. Effective appraisals systems ensure that appropriate training is undertaken which means that staff are well supported to develop their knowledge and experience, for example, the Early Years Foundation Stage. A comprehensive range of policies and procedures to support the safe and efficient management of the setting is provided to parents and displayed on the premises for easy reference. All legally required records and agreements that contribute to the children's health, safety and well-being are in place and regularly reviewed to ensure that their needs are consistently met.

Staff take care to establish positive relationships with the children and their parents which means they know the children well. The environment arranged imaginatively to offer stimulating

play and learning opportunities for all children which means they have confidence to take part in activities and their enjoyment and self-esteem is fostered effectively. Overall the provision meets the needs of the range of children for whom it provides.

The quality of leadership and management for early education is good. The manager is well qualified, experienced and has positive vision about how to provide a quality service to children and their parents to meet their individual needs. She has established secure induction and appraisal systems and demonstrates a committed and positive role model for her staff. The manager knows her staff well and promotes training and development opportunities for them to keep up to date and continually improve their knowledge and practice. She effectively organises her staff and resources to plan and provide positive opportunities for children to make good progress. The systems to monitor and evaluate the delivery of care and education are well-established and secured to ensure that children make good progress and their learning is interesting and fun.

Improvements since the last inspection

Not applicable.

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

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. 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):

- ensure that there are operational procedures for the safe conduct of outings that include escorting children between the nursery and their individual schools
- improve staff's use of current observation systems in order to clearly illustrate how the information gathered is used effectively inform planning for the next steps in individual children's learning and development. This applies to care and nursery education.

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 observation systems in order to clearly illustrate how the information gathered is used effectively inform planning for the next steps in individual children's learning and development. This applies to care and nursery education.

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