



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 223232

DfES Number: 539411

### INSPECTION DETAILS

Inspection Date	21/06/2004
Inspector Name	Rachael Mankiewicz

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Lilliput Montessori Day Nursery (Whetstone)
Setting Address	8 Swan Yard High Street, Whetstone Leicester Leicestershire LE8 6LQ

### REGISTERED PROVIDER DETAILS

Name	Lilliput Day Nurseries Limited 2894803
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### ORGANISATION DETAILS

Name	Lilliput Day Nurseries Limited
Address	Railway House Hotel Street Coalville Leicestershire LE67 3EQ

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Lilliput Montessori Day Nursery (Whetstone) was established in 2000. It operates from two sites in the Swan Yard precinct in the village. Children from the village and the surrounding areas attend the nursery and the out of school facility. The setting is open from 07:30 until 18:00 all the year round.

There are currently 97 children on roll. This includes 11 funded three year olds and 18 funded four year olds. The staff are able to support children with special needs, and can offer a service to children who speak English as an additional language.

Fifteen members of staff regularly work with the children, and other staff may be transferred from the other nurseries in the group to provide cover when necessary. Five of the staff have the equivalent of Level 3 qualifications in early years care, and five others are working towards level 2 or above. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Lilliput Montessori Day Nursery (Whetstone) provides satisfactory care for children under the age of eight years. The premises are safe and well-maintained, and effectively used to provide children with a range of different activities. Staff and management have a good awareness of health and safety issues although the setting's risk assessment is lacking in some detail regarding activities off the premises. Children are encouraged to learn good hygiene practices.

The nursery has a very good range of toys, resources and activities to meet the needs of the different ages of children at the nursery, from babies through to the school aged children, who attend the setting before and after school and in the school holidays. The majority of the staff are knowledgeable and hold relevant qualifications, although some staffs' knowledge of child protection issues is lacking some depth. Staffing ratios are generally good although the deployment of the staff is not always effective. The nursery is able to support children with special needs. Staff interact well with the children and encourage them to learn through play. The

methods used for the management of behaviour are sensitive and age-appropriate. The statement regarding behaviour management lacks detail.

The staff and management are aware of the importance of good relationships with parents to ensure that the needs of the children are met. Information is shared on a regular basis, with the parents of younger children receiving daily diary sheets. Record keeping is of a generally good standard.

#### **What has improved since the last inspection?**

At the last inspection, the registered provider agreed to make available documentation about vehicles and their drivers, and to ensure that staff were familiar with the Special Needs Code of Practice. These issues were addressed, helping to ensure the safety and welfare of the children.

#### **What is being done well?**

- The management and staff pay good attention to safety issues. The on-going system of risk assessment of the premises helps to ensure that a safe environment is maintained and that potential risks are minimised.
- The nursery and out of school provision provide a good range of toys, resources and activities across the ages and stages of development. Effective planning is in place for the babies, toddlers and three and four year olds plus the school age children, to encourage their learning through play and the development of their skills.
- Staff work together to ensure a consistency of approach to managing children's behaviour. Good behaviour is valued and encouraged, and children are aware of the expectations of the staff and the boundaries to their behaviour.
- The partnerships with parents and carers are seen as an important factor to the children's welfare and development. A good range of information is made available in the form of a written prospectus and regular newsletters. Verbal information is shared on a daily basis, with written diary sheets for the younger children.

#### **What needs to be improved?**

- the deployment of staff to ensure the safety, welfare and development of children, with supervisors holding a level 3 qualification appropriate to the care and development of children
- the written risk assessments of outings and activities off the premises
- the written statement on behaviour management to include an anti-bullying strategy and the methods used to manage children's behaviour
- the staff's awareness of child protection issues and the local Child Protection Committee guidelines.

<b>Outcome of the inspection</b>
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Satisfactory
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<b>CONDITIONS OF REGISTRATION</b>
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<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
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<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>
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<b>WHAT NEEDS TO BE DONE NEXT?</b>
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<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>
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Std	Recommendation
2	Make sure that staff are deployed effectively within the premises to ensure the safety, welfare and development of children.
6	Conduct risk assessments on outings and activities which take place off the premises identifying actions to be taken to minimize identified risks.
11	Ensure that the written statement on behaviour management includes an anti-bullying strategy, and states the methods used to manage children's behaviour.
13	Develop staff's knowledge and understanding of child protection issues.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Lilliput Montessori Day Nursery (Whetstone) provides good-quality nursery education overall which enables children to make generally good progress towards the early learning goals. Children are making particularly good progress in personal, social and emotional development.

The quality of teaching is generally good. Staff are building on their knowledge of the Foundation Stage and the Montessori method of learning, to enable them to produce a full range of activities and resources to help children learn through play. Planning does not always clearly identify the learning intentions for children. The system of observation and assessment is yet to influence planning to help individual children make progress. Some evaluation and monitoring takes place to ensure that the children have covered what was planned. Children's listening and language skills are being developed but opportunities for spontaneous mark-making and work with letter/sounds are limited as are opportunities for children to develop large muscle skills.

The staff interact well with the children and act as good role models. They have high expectations of the children, and are rewarded with children respectful of friends and adults. Support systems are in place to cover individual needs, including special educational needs and English as the child's second language. There is a good balance of learning opportunities, from adult led teaching to individual sessions.

The leadership and management are generally good. The proprietor has overall responsibility and monitors the manager and staff. Induction and appraisal systems are in place, with a commitment to in-house training and further development.

The good partnership with parents and carers helps children to learn. Information on progress is shared verbally and in reports. Parents are offered opportunities to contribute to their children's learning at home and at the nursery.

### What is being done well?

- There is a good choice of activities during free play sessions through which the children's natural enthusiasm for learning is developed. Attractive displays and resources are used well to help create a stimulating learning environment.
- The area of personal, social and emotional development is an area of very good progress. Children talk confidently to each other, to staff and to other adults. They listen and interact in large and small groups, and express their feelings and experiences well. Their personal independence is fostered well through many of the activities and responsibilities given to the children.
- Children benefit from the good range of sensory experiences made available

to them. They investigate objects and materials by using all of their senses as appropriate, and respond well with music, dance, paint and other materials or words.

**What needs to be improved?**

- the further development of planning to link with the stepping stones of development and help children progress in the six area of learning
- the process by which systems of observation and assessment influence planning and to provide challenge and ensure that the children all continue to make progress
- opportunities for development of large muscle skills during free play sessions
- opportunities for children to distinguish between sound and extend this to the initial sounds in words.

**What has improved since the last inspection?**

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children confidently choose activities, working together in small groups and independently, and sharing ideas and resources. They show independence, make decisions and take the initiative in tasks, but ask for help when needed. Almost all the children persevere at tasks until completed. Children have an awareness of routines and rules, resulting in good behaviour. They are learning to share and show concern for others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk confidently to each other and adults, talking about activities and acting in role play. They begin to understand the written word through the use of labels and simple instructions. Children attempt to write and make marks with older children writing their names although spontaneous mark-making is limited. They listen well to stories, participate in rhymes and songs, and have begun to talk about letters and sounds and what they know starts with the same sound.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children learn how to use numbers in everyday situations recognising and counting reliably numbers 1 to 10. They show they understand size, shape and measurement through practical activities. They use Montessori equipment and mathematics games to help develop their understanding of counting, adding and subtracting and sequencing. More able children are able to problem solve such as counting spontaneously and sharing out objects.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore different materials and the techniques of using them in crafts and construction. They investigate natural objects and technology to find out how things work and how changes occur. Children confidently talk about events in their own lives and show an awareness of time and space. They have an awareness of the local community, and make visits outside the nursery; developing their experience of other people, their roles and cultures.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently and safely around the room. During movement and dance, they show a good awareness of space, and of their bodies and what they can do. They begin to understand about keeping healthy through food and hygiene practices, such as hand washing and drinking after exercise. Manipulative skills and hand-eye co-ordination are developing through use of a good range of small equipment and tools, but their development of large muscle skills is not extensive.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are able to use their imaginations during role play, acting out stories, and in craft activities. They participate in sensory experiences through working with different materials and Montessori activities. Children express themselves well during free painting and drawing, and talk confidently about their feelings and experiences. More able children make intricate designs. Children enjoy music and dance, and sing rhymes enthusiastically.	

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- develop planning to link with the stepping stones of development which help children progress in the six areas of learning
- ensure that effective observation and assessment influence planning to provide challenge and to ensure that the children all continue to make progress
- increase opportunities for development of large muscle skills.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*