



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 223229

DfES Number: 510752

INSPECTION DETAILS

Inspection Date 21/07/2004
Inspector Name Judith Chinnery

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Lilliput Montessori Day Nursery (Anstey)
Setting Address Latimer Street
Anstey
Leicestershire
LE7 7AW

REGISTERED PROVIDER DETAILS

Name Lilliput Day Nurseries Ltd 2894803

ORGANISATION DETAILS

Name Lilliput Day Nurseries Ltd
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 opened in 1994. It operates from converted social club buildings with children grouped according to age on the ground and first floors. The nursery is situated close to the centre of Anstey and draws children from the surrounding area.

There are currently 90 children from birth to eight years on roll. This includes 23 funded three-year-olds and six funded four-year-olds. The nursery supports two children who have special educational needs and children who speak English as an additional language.

The nursery opens five days-a-week, all year round. Sessions are from 07:30 until 18:00. Children can attend for a variety of sessions.

There are 16 members of staff working with the children, of these, seven work part-time. There are seven members of staff who have early years' qualifications, one of which is a qualified teacher. There are currently two staff on training programmes. The setting receives support from a mentor teacher from the Leicestershire Early Years' Development and Childcare Partnership. The nursery's philosophy for care and education is based on the Montessori method of teaching.

How good is the Day Care?

Lilliput Day Nursery provides good care for children. Staff work well together organising the available space to meet the needs of children and to allow them to play freely. Families are warmly welcomed into the setting, where children's work is attractively displayed. Each area is well resourced with equipment and toys which are appropriate for the age and stage of the children. Record keeping is excellent: good systems ensure records are up-to-date, contributing to the safe and efficient running of the setting.

Staff have a sound awareness of safety and maintain suitable precautions, such as stair gates, to prevent accidents to children. Hygiene practices are good throughout

the nursery with effective arrangements to deal with accidents and administer medication being in place. Equality of opportunity is promoted well. Staff use key words in other languages effectively to support children who speak English as an additional language. Support for children with special needs is also good, with activities adapted to include all children. Staff have a good knowledge of local area child protection procedures.

Children have access to a wide range of regular activities, including paint and play dough. Activities are planned to meet the needs of the children and to help them learn. Children are developing good skills in mathematics, language, developing creativity and using their imagination. Behaviour is good; children respond positively to the consistent methods of behaviour management used by the staff.

Staff enjoy close and warm relationships with parents. They share information regularly with them about their child's care and are committed to meeting the individual needs of each child.

What has improved since the last inspection?

At the last Children Act Inspection, the nursery was asked to make improvements to aspects of safety, staffing and documentation.

Since the last inspection, the nursery has appointed a member of staff to co-ordinate behaviour management. Ofsted has been informed of current staff working in the setting and staff are deployed effectively throughout the nursery. Relevant staff have up-to-date basic food hygiene certificates and meals are prepared safely and hygienically. Lighting has been appropriately improved in the nursery and vehicle documents are kept up-to-date and available for inspection.

What is being done well?

- the operational plan and other record keeping for the nursery is well organised and up-to-date, supporting practice in the nursery effectively
- good relationships exist between staff and children. Staff meet the individual needs of children through worthwhile activities, which help them to learn generally well in all areas and very well in their social development
- equality of opportunity is promoted well. Children who speak English as an additional language are effectively supported in learning English. The inclusion of children with special needs is good, with activities being adapted accordingly
- partnerships with parents is strong, with well established relationships between staff and parents and effective information sharing.

What needs to be improved?

- the structures to enable the nursery to keep up-to-date with future changes and developments in early years' practice.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
3	Ensure that staff keep abreast of future developments in early years and that any improvements and changes are suitably embedded into practice.

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

How effective is the nursery education?

Children are making generally good progress towards the early learning goals, with some very good progress in personal, social and emotional development.

The quality of teaching is generally good. Staff use the wide range of resources well, effectively combining Montessori equipment with other resources to help children learn in most aspects. The management of children's behaviour is sound, with staff consistently supporting children well to resolve their differences. Staff's use of key words and signs supports children who speak English as an additional language effectively and all children, whatever their special educational needs, are included in activities. There are good systems in place to assess children's progress, plan suitable learning experiences and use a variety of mostly appropriate teaching methods. However, staff lack a thorough knowledge across the foundation stage and are not confident in their use of the stepping stones. As a result, the systems for planning and assessment are not used to best effect and methods and challenge offered to the children are not always suitable for their age and stage, particularly the 4-year-olds.

Leadership and management is very strong. The manager is very knowledgeable and is training and supporting new staff well, both in the Foundation Stage and use of the Montessori philosophy. Useful appraisal systems guide and target training among the staff effectively. The educational provision and practice is regularly reviewed, providing a clear focus for future developments. Staff are committed to improving the provision for all children and to building effective systems to embed good practice.

Partnership with parents is very good. Written literature about the setting and provision is informative. Staff share children's progress with parents regularly, enabling them to contribute to targets for children's next steps in learning. Newsletters give suitable ideas to involve them in their child's learning.

What is being done well?

- personal, social and emotional development is very strong in the setting, with children being confident, independent and eager to learn
- support and inclusion for children with special educational needs is good
- there are good opportunities to discuss and share children's progress with parents, with the setting of targets for children's learning being a joint process
- strong leadership and good systems in place for appraisal and evaluation give a clear focus for future development.

What needs to be improved?

- staff's knowledge and confidence in the use of the foundation stage and stepping stones towards the early learning goals
- plans which effectively covers all aspects of the stepping stones evenly and uses the information gleaned from the assessment of children's progress to provide activities appropriate to their age and stage of development
- methods of teaching which are appropriate to the needs of the children and the challenge offered to children, particularly four-year-olds.

What has improved since the last inspection?

At the last Nursery Education Inspection, the nursery was asked to improve the assessment of children's progress, particularly in technology, physical and creative development, ensuring assessments are manageable and accurately reflect children's needs. Staff were also asked to improve aspects of the quality of teaching, such as the methods used and challenges offered; plan effectively for physical development and extend the range of music offered to the children.

Since the last inspection, the nursery has introduced an effective, manageable and appropriate system for assessing children's progress and setting targets for their next steps. Assessments are being used to inform planning, which now covers all six areas consistently. The range of physical experiences offered to children has been greatly enhanced with the introduction of a progressive programme. Different styles of music are also regularly explored. However, staff lack a thorough knowledge and confidence in the foundation stage, inhibiting their ability to use and sustain these improvements.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very confident and eager to participate in activities. They stay for long periods of time completing self-chosen activities and using the Montessori equipment. They enjoy good relationships with staff and each other, having a strong sense of belonging. Children behave well and respond positively to reminders and support from staff. The 3-year-olds take care of their own needs well, while most 4-year-olds act virtually independently in the group.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak well in a group, with 4-year-olds using complex sentences to describe what they are doing. They listen well to instructions and stories and are able to offer their own suggestions for what might happen next. They enjoy stories and handle books appropriately and carefully. Children enjoy making marks and can draw some recognisable images of people and dinosaurs. Most 4-year-olds attempt to write their own name, however, the formation of good pencil control and habits is poor.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Most children count willingly and ably well to beyond ten. Many 4-year-olds match numerals to groups of objects. Children are knowledgeable about shapes, recreate patterns with ease and sort groups of objects confidently, enhancing these skills with Montessori resources. However, while children are willing to offer suggestions and explore problem solving in finding the correct shape and size for a given space, they are less able to calculate simply by adding and taking away.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are keen to explore and find out how things work and happen using a variety of materials and experiments, such as magnets. They have a growing sense of time through projects about babies and old toys and a lively interest in the world around them, particularly the natural world. Most children have a developing understanding of other cultures and beliefs. Children's knowledge and use of construction materials and technology is less well developed, especially for older children.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are making good progress in the development of large body skills. They move in a variety of ways, such as hopping and jumping, and can negotiate skilful pathways around the room. Their fine hand skills are improving: they use tools such as cutlery, rollers and cutters deftly and safely. The 3-year-olds are aware of and manage their own personal needs well. However, the 4-year-olds' knowledge of healthy practices and the effects of exercise is less well developed.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children know common colours and enjoy drawing using lines and circles. They sing well and enthusiastically join in with dance and other musical activities. Imaginative skills are developing well, with 3-year-olds improvising to good effect and 4-year-olds involving others in their plots and scenarios. Children talk freely about their intentions and feelings and use their senses to explore the environment, but are less able to create their own artwork without direction.

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 staff's knowledge and confidence in the foundation stage and stepping stones
- ensure that plans cover all aspects of the stepping stones consistently and that learning intentions are clearly taken from the assessment of children's progress, so that appropriate methods are used to teach children and that children, particularly four-year-olds, are sufficiently challenged.

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.