

Lilliput Montessori Day Nursery (Glenfield)

Inspection report for early years provision

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Type of setting	Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Lilliput Montessori Day Nursery is one of five nurseries run by Lilliput Day Nursery Ltd. It registered in 1998 and operates from premises situated in the village of Glenfield in Leicestershire. The nursery is open each weekday from 7.30am to 6pm for 51 weeks a year. All children share access to a fully enclosed outdoor play area.

A maximum of 27 children may attend at any one time. The nursery is registered on the Early Years Register and on both the compulsory and the voluntary parts of the Childcare Register. There are currently 55 children aged from birth to eight-years-old on roll. The nursery is able to support children with special educational needs and disabilities and children who speak English as an additional language.

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

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good knowledge of the early learning goals, which is evident in the interesting activities which they provide. Children are safe and secure in the nursery and play happily alongside staff. This is because there are effective policies and procedures in place and children are supervised closely. There are good partnerships with parents and carers and they are involved in their children's learning. The nursery staff are well motivated and evaluate their teaching with a view to continuous improvement. Staff do not always maximise the potential of the outdoor area.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- extend staff training so that they know how to make full use of the outdoor area in colder weather and encourage children to use it in their free flow play.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well in the nursery as staff are well trained in the implementation of the comprehensive policies and procedures. There are regular fire drills and children learn about road safety on their trips around the local area. Children are reminded to be careful not to hurt other children during their activities

and all staff are appropriately vetted. A password system is used so that only authorised adults may collect children. All medical and accident records are well maintained and effective risk assessments are ongoing. This means children are safe and well protected at the nursery.

The two main rooms are well organised with children grouped according to age and ability. The rooms are colourful and exciting and children easily access the resources as they are stored at low level or set out for them to choose. A new addition is the comfortable sensory room in which children experience lights, colours, relaxing music and many exciting objects to feel and smell. A wide range of small world, construction toys, dressing up clothes, books and creative materials are used very well to promote all aspects of the early learning goals. Some children use the outdoor area well, but not all staff maximise its potential in colder weather. Staff work well together as a team and attend courses when possible. They have close links with the other four nurseries in their group which gives them the opportunity to visit these to learn from other staff. They meet regularly and evaluate their teaching and provision in order to set targets for improvement. The previous recommendations have been successfully addressed. For example, there is now good hygienic practice to prevent the spread of infection and attendance registers are properly maintained.

There are good partnerships with parents and carers. They share detailed information with staff on their child's dietary requirements and starting points. They sometimes work at home with children to continue topics or discussion. They contribute to children's learning journeys and younger children's diaries and share information with staff on a daily basis. This means they are fully involved in their children's learning. Parents' suggestions and comments are valued and they are given good information on the provision. The nursery has close links with the primary school next door, which helps children with transition to main stream school.

Although there are currently no children with special educational needs and disabilities on roll, staff have supported such children well in the past. They liaise with other professionals and parents and use some sign language in nursery so that all children are able to communicate effectively and be fully involved in the life of the setting. Signs in other languages are displayed so that all children are included. Children make good progress as a result.

The quality and standards of the early years provision and outcomes for children

Children thoroughly enjoy all their activities at nursery and are making good progress towards the early learning goals. Staff develop their language and vocabulary well and ask them questions which encourage them to think. For example, they ask them the colours and shapes of items in the room and encourage them to count during games and activities. They learn numbers, letters and sounds very well and match and order exciting resources. Children develop their technological skills well through the use of a computer and many push button toys. They learn about the world around them through their walks around the local

area and their visits to the library and the park. They look after a pet hamster in nursery and learn about the seasons. Children develop their physical skills well using a wide range of balls, climbing equipment and other good quality resources. They choose from an extensive range of resources to create their own collages and models and are imaginative in their use of the role play areas and small world toys. Staff make detailed observations on children and use these in their learning journeys to plan effectively for their next steps. This means that all children are able to make good progress at their own level and pace. Staff know children well and their key person evaluates their activities in order to help children progress further.

Children show that they feel safe and secure in the nursery by holding their arms up to staff for a cuddle and playing happily with staff and other children. They confidently choose what they want to play with around their rooms and join in with songs and circle games. They enjoy listening to stories while sitting on their key person's lap and clearly have a close bond with them. They feel secure because they can look at photographs of their families on wall displays or in their learning journeys. Staff are vigilant in their supervision of children which means they are safe at all times.

Children are learning about healthy eating and grow their own beans and tomatoes to eat. They choose fruit at snack time and have healthy meals cooked on the premises. Children have their own toothbrushes and toothpaste to clean their teeth after lunch and they wash their hands at appropriate times, using paper towels to prevent the spread of infection. Good hygienic policies and practice ensures that children's health and well-being is promoted well. They play outdoors at each session and are able to access water in their own beakers at any time. Plates are colour-coded at meal times to prevent contamination for children who have allergies to certain foods.

Children's behaviour is very good and they have very good relationships with staff and each other. Staff are caring and make sure children are aware of each other's needs, taking care not to hurt other children when they move around the rooms. Children are fully engaged in all their activities and are strongly encouraged to be independent. For example, they put on their own coats, set the tables at lunch time and get their own tissues and drinks. Children show delight and pleasure when playing with shaving foam or cold spaghetti and remind each other of the right way to behave if they forget. Their opinions are valued and they are proud of their work, showing staff and children the cards they make. The nursery has a very happy, friendly family atmosphere and children have input into the planning of activities. They learn about a variety of festivals and cultures through artwork, stories and food tasting, such as Chinese New Year, Christmas, Easter and Diwali.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met