

Lilliput Montessori Day Nursery

Inspection report for early years provision

Unique reference number

EY348114

Inspection date

19/12/2011

Inspector

Jo Hazell

Setting address

Forest House Lane, Leicester Forest East, Leicester, LE3
3NU

Telephone number

01162394912

Email

samgraveling@aol.com

Type of setting

Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Lilliput Montessori Day Nursery is one of five nurseries run by Lilliput Day Nurseries Ltd. It opened in 2007 and operates from purpose built premises in Leicester Forest East which is on the outskirts of Leicester. The nursery is open each week day from 7.30am to 6pm all year round. On the ground floor there is shared access to a secure outdoor play area and three plus children and out of school club share a secure decking facility.

The setting is registered to care for 100 children, aged from birth to eight years, at any one time. There are currently 170 children on roll. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery employs 29 members of staff. Of these, 26 hold appropriate early years qualifications from level 2 upwards and three staff are working towards a relevant qualification. The nursery uses the Montessori method of teaching.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development and their individual needs are being met because the staff take great care to know and understand the children as individuals. Children's individuality is mostly reflected upon by staff and considered in comprehensive planning. Additionally, they have access to an extensive range of resources. Most children can move safely and freely around their rooms and into outdoor spaces. The management and staff are committed to maintaining quality provision for children and therefore conduct self-evaluation as a team, they are well aware of their strengths and weaknesses throughout and work together to put actions into place for regular updates and improvements.

What steps need to be taken to improve provision further?

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

- ensure all hazards are kept to a minimum and that anything a child may come into contact with is thoroughly risk assessed.
- utilise the outdoor facilities within reason in all weathers and with more balance between the age groups
- take care that adult-led planned activities are age appropriate and balanced across the six areas of learning particularly focusing on understanding of problem solving, reasoning and numeracy in play and child-initiated creative ideas.

The effectiveness of leadership and management of the early years provision

The provision mostly safeguards and protects children well because the team have a good understanding of this role. Strong policies are in place and both staff and parents have clear guidelines about local safeguarding procedures and who to report a complaint to. All staff are suitably vetted with relevant qualifications and training in place to work with children, there is one staff member with Early Years Professional Status. Children's safety is maintained as staff are observant and supervision is high, the setting layout concurs with this as the three to four-year-olds reside upstairs so younger children do not have to worry about negotiating stairways. Fire drill logs and the procedure is systematically known to staff and accident logs, medication records, attendance records and the visitors book are well used to ensure children's well-being throughout. Risk assessments are reviewed yearly and mostly comprehensive throughout the setting. However, they are not always thoroughly adhered to within the milk kitchen adjoining the baby room. It is not always securely shut off or supervised when open and hazardous substances are being kept on low levels without child proof locks on the cupboards or fridge and there is an open waste bin. This means at rare times children are put at risk of wandering in and coming into contact with such dangers possibly compromising their welfare.

Staff are very knowledgeable about the Early Years Foundation Stage and effectively use this to plan in order to support children's learning and development. The resources available to the children are extensive and the use of them is highly creative. The range suits all ages both indoors and out across the six areas of learning and include technology, books, role play areas, paint, sensory/heuristic resources, mark making implements, small world, puzzles, a slide, bats, balls and bikes. The environment is kept tidy and clean. Resources are very easily accessible to the children. However the use of the outdoors is less in bad weather despite sheltered areas and children do not always get a good balance of indoor and outdoor play resulting in fewer opportunities to learn exploring the outdoor environment particularly for babies and older children.

The team are committed to improvement and understand where their strengths and weakness lie. A very detailed self-evaluation is in place and, as with the current policies, is about to undergo an update based on a team effort. They have addressed previous actions and recommendations very carefully. They produced a policy on the safety of taking children to and from school. They have also overhauled their planning and observations so it is completely tailored to individual children with next steps and targets being set which means children are challenged and their learning extended.

Working relationships with parents and carers are very successful. The setting keeps parents informed every step of the way throughout their child's learning journey in the form of verbal and written communication. Parents have surplus opportunities to become involved in their child's learning and every child is therefore well supported in making developmental progress towards their targets. Evidently parents' wishes and the child's needs are well met. The setting also has

strong partnerships with multi-agencies and uses these to reflect upon practice and gain new knowledge therefore constantly improving and altering provision to children's needs.

The setting is all inclusive and offers sensitive support to children with special educational needs making adaption's where necessary. Diversity and individuality within the setting is valued and celebrated therefore children are learning acceptance and developing positive attitudes towards difference. There is an anti bullying policy and discrimination against children or employees is not tolerated. This means that children can learn and staff can work within a setting holding equal opportunities.

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

Children very much enjoy being in the setting and are very positive, familiar and secure with the staff and environment as the provision meets their individual needs well. Children confidently explore their environment and can do so in safety and security as they are well supervised in a well organised space. For example, they understand the boundaries of where they can go and the reasoning behind this and are learning how to play and interact together with the available toys and resources in safety.

Good health is well promoted throughout the setting. Children frequently wash hands and hand gel is available for adults in reception. Comprehensive guidelines are in place on display for preventing the spread of infectious illnesses. Children are able to make healthy food choices as balanced meals and snacks are prepared and cooked fresh for them daily, they also have continual access to fresh drinking water. Children are able to enjoy fresh air at least once daily in most cases meaning they can develop strong physical skills through resources provided and games played by staff. Outside of the setting they have opportunities to further extend and explore their physical skills in a wider environment.

Positive progress is being made towards the early learning goals and the individual targets set by key workers for all children. This is because staff know children very well and tailor plans to individual interests and needs. Children have access to a wide range of activities. Communication, language and literacy skills are good as staff are always engaging children in conversations, reading stories and they have access to plenty of mark-making materials. Children have access to some problem solving, reasoning and numeracy resources and are encouraged through singing, shape sorting and puzzles however, this is less well established in the planning meaning fewer opportunities to foster children's critical thinking. Creative skills are for some age groups well developed as creative activities are mostly well planned. However, some adult-led creative activities are quite dominant and not always age appropriate meaning some children lose enjoyment in such activities. Knowledge and understanding of the world is promoted through small world play, role play, celebrations and construction and children are making full use of such resources meaning progress is good. With access to technology like computers, the television and electronic toys children can develop good skills for the future.

Behaviour throughout the setting is good, children understand behaviour boundaries and what is expected of them, such as taking turns, sharing fairly and helping their teachers, this is reinforced positively to them through the use of praise and rewards. Children are encouraged to become independent through doing things for themselves and take responsibility in keeping the environment tidy. They learn to respect one another through learning about each other's cultures and family, celebrating festivals and sharing news. This means they become accepting and it helps them make a positive contribution to society.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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