

Lilliput Montessori Day Nursery (Whetstone)

Inspection report for early years provision

Unique reference number	223232
Inspection date	18/11/2011
Inspector	Jan Healy
Setting address	8 Swan Yard, High Street, Whetstone, LEICESTER, Leicestershire, LE8 6LQ
Telephone number	0116 2867761
Email	
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 (Whetstone) is one of five settings run by Lilliput Day Nurseries Limited. It was established in 2000 and operates from two sites in the Swan Yard precinct in the village, which together contain four base rooms and associated facilities. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is registered to care for a maximum of 60 children at any one time. It is open each weekday from 7.30am to 6pm all year round, excluding bank holidays and one week over Christmas. The nursery run a breakfast club and an afterschool club, as well as a holiday club for children aged four to 11 years. There are currently 53 children on roll in the early years age group and 33 children on roll in the out of school club. The nursery provides funded early education for children aged three and four years.

The nursery employs 15 members of staff who work with the children, as well as a chef. The majority of staff hold an appropriate early years qualification and two are working towards a qualification, whilst two are furthering their qualifications. The nursery support children who have special educational needs and/or disabilities and children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are making good progress in their learning and development, due to the staff meeting the children's individual needs. A stimulating environment encourages the children's interest and curiosity. Strong emphasis is placed on safeguarding with the majority of risks to children being eliminated. The staff take reasonable action to help the children's understanding about differences in the society in which they live. Partnerships with other providers who deliver the Early Years Foundation Stage help to promote effective care and quality education. A successful method of self-evaluation aids the staff to make continual improvement.

What steps need to be taken to improve provision further?

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

- protect the children from harm, for example, the standing water in the outdoor play area
- ensure the children do not have access to laundry facilities provided on site
- provide the children with equality and diversity material, such as dual language books.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the staff are knowledgeable about child protection issues and about the procedure to follow should they have a concern. The staff liaise with appropriate child agencies and create an environment where the children are well cared for and are educated in a safe and supportive provision. The staff know the children in their care very well, so are swiftly alerted to a change in their behaviour or appearance that may give cause for concern.

The manager has high expectations of her staff and is committed to securing improvement. Staff share a professional relationship and are good role models, which the children emulate, making for a harmonious atmosphere. The staff deploy resources to the advantage of the children, for example storing them within their reach to enable them to self-select items of their choice. Toys are of high quality and aid the children's learning as they provide them with interest and challenge. The staff are committed to sustainability, therefore they encourage the children not to be wasteful and to re-use materials, such as recyclable boxes, to make three dimensional models.

The staff actively promote equality and diversity. They have a good knowledge about the children's backgrounds and individual needs and help the children to understand the society in which they live. Major festivals are celebrated and children learn to respect each other's similarities and differences. However, the children do not have the advantage of dual language books written in English as well as in their first language. Additional support is sought as early as possible from outside agencies, to ensure the children receive the support they require, should a concern be raised.

A successful method of self-evaluation helps to promote continual improvement. All the staff, the parents and the children's views and opinions are taken into consideration which has a positive impact on the overall quality of the provision. This aids to identify an accurate appraisal of its effectiveness, and what it needs to do in order to secure further improvement. Plans are well targeted and improve outcomes for the children.

Partnerships with parents contribute to the children making good progress. Information is shared about the children's achievements and individual needs to secure ongoing development. Parents visit the nursery and tell the children about their jobs, such as a nurse. The children benefit from such experiences. The staff build partnerships with other providers who deliver the Early Years Foundation Stage, to help promote continuity and coherence of care and education.

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

The children develop a strong sense of belonging in the nursery, as they share a warm and affectionate relationship with the staff who know them well. Children

demonstrate a clear understanding about how to maintain their own safety, as they direct staff to spillages when playing in sand to prevent slips and falls. Well-organised routines help babies to become secure and confident. The majority of precautions enable the children to stay safe whilst playing in the garden, although not all standing water is removed for their safety. Furniture is of high quality and the premises are fit for purpose. However, the children have access to laundry facilities that are provided on site.

Children are learning to adopt a healthy lifestyle and are able to demonstrate a good awareness about what constitutes healthy living. They have good personal hygiene, such as when washing their hands and are learning about the importance of eating healthy foods. They participate in a wide range of physical activities particularly when playing in the garden and are learning about how exercise has a positive effect on their body.

Staff know the children well as there is a successful key worker system in place. This allows the staff to plan for a broad range of interesting and challenging activities that the children enjoy. Sensitive observations inform the staff about the children's progress and about how they can further their learning. A well-equipped and welcoming environment reflects the children's backgrounds as well as the wider community. Behaviour is good as the children are happy. They enjoy caring for the nursery pets, including a rabbit, tortoise and snail. They write for a purpose, such as their name on their paintings. Space allows them to move around easily and as the staff organise the toys effectively, so children are able to self-select items of their choice. Children enjoy singing and join in with repetitive refrains when listening to a story. They make friends easily and make a positive contribution as they cooperate with each other and learn to share the toys. They are developing their skills for the future, as their skills relating to information and communication technology are progressing and they work alongside their friends successfully. They are learning to solve problems for themselves and are curious and inquisitive learners.

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