

# Lilliput Montessori Day Nursery (Anstey)

Latimer Street, Anstey, Leicestershire, LE7 7AW

<b>Inspection date</b>	12/11/2012
Previous inspection date	29/10/2007

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children feel safe and secure in their relationships with staff and their key person.
- The management team understands their role and responsibility in regard to safeguarding children. Policies and procedures are written and shared with parents, which promotes consistency.
- Children are supported sensitively to move on to school and are developing the necessary skills to help them embrace new experiences with self-confidence.

### It is not yet good because

- There are inconsistencies in planning to support individual children's learning and development, especially in linking interests to planning for individual children's needs.
- The management of behaviour does not consistently help children to learn the consequences of their actions and help them to begin to appreciate the effect that their behaviour has on others.
- The monitoring and performance management systems are not yet sufficient to ensure the quality of observation, planning and teaching are at a consistently high level.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector conducted a tour of the setting.
- The inspector observed child-initiated and adult-guided experiences.
- The inspector conducted a joint observation with the manager.
- The inspector examined a selection of the setting's paperwork, including 'Learning Journeys' and policies and procedures.
- The inspector had a meeting with the manager.

## Inspector

Sharon Alleary

## Full Report

### Information about the setting

Lilliput Montessori Day Nursery (Anstey) was registered in 1994 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Anstey area of Leicester and is privately owned. The nursery serves the local area and is accessible to all children. It operates from two floors and there is a fully enclosed area available for outdoor play.

The nursery employs 25 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 and two have level 4 qualifications. The nursery opens Monday to Friday all year round, except for one week at Christmas. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 146 children attending who are within the early years age group. The nursery provides funded early education for three- and four-year-olds. The philosophy for care and education is based on the Montessori method of teaching.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve the implementation of the educational programmes across all areas of learning by planning challenging and enjoyable experiences to ensure all children make progress, and ensure children's individual needs, interests and stages of development are taken into account when planning activities.

#### **To further improve the quality of the early years provision the provider should:**

- develop further the monitoring systems to include robust supervisions, in order to improve staff performance and their awareness of the learning and development requirements of the revised Statutory Framework for the Early Years Foundation Stage
- enable children to manage their feelings and behaviour by demonstrating clear and consistent boundaries and effective strategies, with reasonable yet challenging expectations.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Practitioners have a basic understanding of the seven areas of learning. In child-initiated play the children are motivated to explore independently and they show curiosity and enthusiasm. However, adult-guided experiences do not yet offer children interesting and challenging opportunities that link to their individual interests and, consequently, children are not fully absorbed in learning, especially in the toddler room. Babies' exploratory experiences are fostered as they are encouraged to paint with construction blocks, and they smile as they see the picture develop. Toddlers' early skills in making marks are promoted as they use brushes in shaving foam, and their learning is further enhanced as staff introduce mathematical language and ask 'can you do a circle?' Physical development

is supported as pre-schoolers climb and slide down the outdoor equipment. Older children are keen to tell visitors their name, and this demonstrates self-confidence and self-awareness. Children enjoy quiet time as they develop their concentration skills by listening to a story and then answering questions about what they have heard.

Practitioners use their observations of the children to promote their satisfactory learning and development. For instance, children who are interested in dinosaurs are encouraged to extend their small motor skills by using the brush and painting a dinosaur with shaving foam. This is further enhanced by a quality conversation between the practitioner and children. All children are working comfortably within their age and stage of development.

Key people know their children well and use their knowledge to engage with parents at the start and end of sessions. The setting has an open-door policy and parents are welcome at any time to speak to a key person. Parents are encouraged to support and share information about their children's learning and development at home through timely conversations at the start and end of sessions.

### **The contribution of the early years provision to the well-being of children**

All children enjoy a warm and close relationship with staff in the setting, especially their key person. They feel secure and, as a result, they are independent in exploring their environment. When children arrive they are pleased to see practitioners and run in confidently. Children seek to interact with visitors to the setting and confidently ask questions and talk about the setting and their friends.

Children in the toddler and Montessori rooms display some over-excited behaviour. Adults do not always impose clear rules and boundaries and this means that, on occasion, children can become excited. Subsequently, they do not learn about reasonable challenges and expectations for their behaviour or the effect it has on others. Children display good manners to each other with no prompting and they play respectfully together as they take turns and share. Staff in the baby room use praise and encouragement, which helps to promote children's self-esteem. Children explore their surroundings with confidence; for example, they challenge themselves and take risks as they balance precariously on stepping stones.

Practitioners have a good understanding of promoting the safety of children in the setting, and concerns are shared and discussed with children. For instance, children are encouraged to walk inside by the suggestion, 'you need your walking shoes on'. Babies are supported by staff who remind them to be careful and hold on when coming down the climbing frame. Children's understanding of healthy choices is supported by a quality selection of fruit and vegetables at snack times. The children go outdoors every day and, mostly, the toddlers and pre-schoolers are encouraged to free-flow to the outside play area.

Children can manage their own personal needs relative to their age as they wash their hands independently before they have a snack. The setting is stimulating and welcoming throughout. Both indoors and outdoors the resources support children's satisfactory

development and learning in all areas. Children help themselves to toys and games as all resources are well labelled; this encourages growing independence and cooperation. Practitioners provide appropriate support as children prepare for the next stage in their development.

**The effectiveness of the leadership and management of the early years provision**

The management team have a good knowledge and understanding of the educational programmes. However, they have not fully cascaded this information to the staff team. This means planning and assessment is in its early stages and is not monitored consistently to ensure the educational programmes provide children with challenging and enjoyable experiences to help them make further progress towards the early learning goals. Also, systems for monitoring staff performance are developing, as yet these do not promote staff's full understanding of the learning and development requirements in order to support children's progress.

Children are safeguarded well. All practitioners have a good knowledge of child protection procedures and what to do if they are worried about a child. Safeguarding awareness is further enhanced as most staff have completed relevant child protection training. Suitable recruitment and vetting systems ensure children are cared for by appropriate adults who are enthusiastic and motivated. All aspects of the environment, both indoors and outdoors, are subject to relevant regular risk assessments. This ensures children are cared for in a safe environment. A range of policies and procedures underpin the orderly running of the setting.

The manager works closely with staff and parents to monitor the setting and identifies strengths and areas for further improvement. Good partnerships with parents are fostered and the setting is aware of the importance of liaising with other agencies. Appropriate interventions are welcomed to secure support for children's needs, for instance, the setting receives support from the local authority.

**The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

**What inspection judgements mean**

**Registered early years provision**

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	223229
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	811264
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	79

<b>Number of children on roll</b>	146
<b>Name of provider</b>	Lilliput Day Nursery Limited
<b>Date of previous inspection</b>	29/10/2007
<b>Telephone number</b>	0116 2365353

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### **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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