

Lilliput Montessori Day Nursery (Coalville)

Railway House, Hotel Street, Coalville, LEICESTERSHIRE, LE67 3EQ

Inspection date	14/03/2014
Previous inspection date	20/03/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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 requires improvement

- Overall, the quality of teaching is mainly good and this helps children to make progress in their learning.
- The nursery provides a safe, welcoming and well-resourced environment both indoors and outside, which children enjoy exploring. Children are happy and settled and they develop positive relationships with staff.
- Staff have a clear knowledge about safeguarding and children's safety is given a high priority.

It is not yet good because

- Staff do not consistently make good use of the observations and assessments to promote children's next steps in learning effectively.
- Staff do not all provide every child with consistent messages regarding their behaviour and the consequences of their actions. As a result, some children are not learning about what is expected of them and on occasions distract others in their play.
- Information regarding children's developmental progress and learning at home is not routinely shared and discussed with parents. As a result, there is not an effective flow of information between the setting and all parents, to further support children's all round development.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 observed activities both indoors and outside.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager of the nursery and spoke to staff throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked the suitability and qualifications of staff working with children.
- The inspector spoke to parents and children present on the day of the inspection.

Inspector

Trisha Turney

Full report

Information about the setting

Lilliput Montessori Day Nursery (Coalville) is one of five nurseries run by Lilliput Day Nurseries Ltd. It opened in 1999 and operates from six rooms in a purpose built building. The nursery offers full daycare and before and after school care. A maximum of 66 children may attend the nursery at any one time. The nursery is open each week day from 7.30am to 6pm for 51 weeks of the year. All children share access to a secure outdoor play area. There are currently 68 children on roll.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery has procedures to support children with special educational needs and/or disabilities and for those who speak English as an additional language. The nursery receives funding for the provision of free early education. The nursery employs 14 members of staff of these 13 staff hold appropriate early years qualifications at level 3 or above. One member of staff holds an appropriate early years qualification at level 2.

What the setting needs to do to improve further

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

- ensure the individual needs of all children are met consistently by implementing effective systems for observation, assessment and planning that focus on what children need to learn next in order to ensure all children make good progress
- improve behaviour strategies and staff practice to provide every child with more consistent messages regarding their behaviour and the consequences of their actions.

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

- develop the partnership with parents further to ensure information relating to children's developmental progress and learning at home is shared effectively.

Inspection judgements

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

Children are very happy and settled at the nursery, where they enjoy a suitable range of activities and experiences that generally covers all areas of learning. For example, children use open-ended resources freely and enjoy playing in the role-play area. They pretend to

make dinner and tea for their friends and ask staff if they would like to join them. This shows they use their imaginations well. Staff monitor children's interests and provide activities in all areas of learning to link with these interests in order to support children's enjoyment of learning. However, staff do not consistently plan activities to promote children's next steps in learning effectively. Consequently, planned activities are not always focused on the individual needs of all children.

Parents comment positively that their children's development has improved since starting at the setting. They particularly mention children's speech. Children like singing their favourite nursery rhymes and songs. They start to use simple signs alongside their singing. For example, they hold their hands up high and move their fingers to represent the twinkling stars in a song. This actively engages children's attention, promotes inclusion through communication and helps children gain the necessary interest to develop their future skills. In the baby room, staff support children very well. They enthusiastically encourage children to join in singing after lunch to promote their language skills. Staff support children attentively as they explore a sand tray, adding additional resources to extend their interest and using good quality interactions to promote their mathematical skills.

Staff make appropriate referrals to outside agencies and work well with parents in order that children receive additional support. This helps to ensure that all children, including those with special educational needs and/or disabilities, make good progress in their development considering their starting points. Staff provide children with a good range of resources to promote their creativity and imaginations and encourage children to move these around the setting to extend their ideas. For example, children spend long periods of time playing with a variety of musical instruments. Staff interact to extend the activity, by talking about different sounds the instruments make and by encouraging the children to talk about the sounds they hear. As a result, children are learning to listen carefully and distinguish between the sounds they make. Children make sound progress in their key areas of learning. They are very independent and confident within the setting. Children explore the resources using trial and error to work out what they do and find different ways of using them. For example, children persevere with filling shapes with clay. They develop hand and finger control as they manipulate the clay to fill small shapes and are delighted with the results. Children select resources and use them for a different purpose demonstrating their imagination and creativity. Staff speak clearly to children and repeat words back to them so the children hear the correct pronunciation. Children are active and enjoy being outdoors. They ride wheeled toys or climb steps to the slide with control and coordination. Consequently, children are developing their physical skills. Children are able to use the computer, which helps to promote their awareness of technology. The skills that children acquire at the pre-school ensure that they are prepared for their eventual move to school.

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

The nursery has a key person system in place and children make secure attachments with the staff. Initial information is obtained from parents when children start, however, parents have few subsequent opportunities to contribute to their child's learning journey

records, consequently, learning and development plans are not shared effectively. Some staff have a clear understanding of where the children are in their learning and how best to progress their development. However, not all staff are fully challenging children and stimulating their learning to help them make the best possible progress because they are not always clear about what each child needs to learn next. Staff help most children to behave well and develop positive attitudes towards others. Staff are generally good role models, who address any issues through gentle voices and simple messages. This helps some children further understand what is expected of them. Most staff acknowledge children's achievements and positive behaviour with praise. However, not all staff apply these strategies consistently. As a result, a few more active children run around indoors, kick and throw resources. This does not help these children learn about the consequences of their behaviour on others and disrupts some other children's play.

The nursery environment is well resourced with a good range of natural and open-ended resources and equipment provided to meet the needs of all children attending. Children enjoy selecting from the storage boxes or from those already set out and rotated to maintain interest. In this way, their independence is encouraged because they are making choices about their play. Opportunities for independence are continued at mealtimes; older children help to set the table for lunch and clear away their own plates. Children are encouraged to help prepare their own meal at tea time. Children develop and understanding of healthy lifestyles through routines, which include helping themselves to drinking water and trying healthy snack options. Children enjoy freshly cooked meals and staff make lunch a social occasion as they sit with the children and eat together companionably. Children learn about good hygiene procedures, such as, washing their hands before eating or as they come inside after outdoor play.

Children benefit from regular outdoor play in which they use a range of physical play and creative activities, and more active children run around energetically and freely. Children are building an understanding of risk through the opportunity to take part in regular emergency evacuations of the building. There are effective channels of communication in place with professional support agencies to promote the learning, development and well-being of children attending with any identified additional needs.

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

Management and staff have a sound knowledge and understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. They have a clear knowledge of the correct procedures to follow if they have a concern about a child and of their responsibilities to safeguard children's welfare. Management view children's safety as a priority. For example, access into the nursery is monitored effectively through a security system and visitors' attendance is recorded. Playrooms and corridors are gated to prevent children's unsupervised access. This helps to keep children safe overall and minimise accidents.

Management implement clear policies and procedures, risk assessments and daily checklists to help keep children safe and secure. Robust recruitment procedures are in

place to assess the suitability of staff and others working on the premises. Induction procedures support new staff to become familiar with their roles and responsibilities. All staff receive regular supervision meetings, annual appraisals and regular training opportunities to support their professional development. The management team carries out regular monitoring and audits to improve practice. However, this is not rigorous enough to ensure that observation, planning and assessment procedures are effective. As a result, activities are not always planned based on individual children's next steps in learning and some teaching lacks focus to ensure children always make good progress. Management implement an ongoing supervision and appraisal system. This supports staff by building on their knowledge and understanding of child care and development. However, these systems are not sufficiently successful in identifying and addressing weaknesses, for example, the inconsistent management of some children's behaviour. Management and staff demonstrate a commitment and drive to improve the quality of care and learning for children. For example, recent training has focused on observation, planning and assessment and they are aware of the need to make changes. They also work closely with the local authority and attend regular training opportunities and cluster meetings. As a result, management are passionate about making the necessary changes to improve outcomes for all children.

There is a good relationship with parents, which contributes to children's well-being and sense of belonging. Many parents demonstrate that they are happy with the care their children receive. Parents feel confident about raising any concerns that they might have with staff. Inclusion is effectively addressed as secure arrangements have been established to work alongside other professionals to ensure that a child is supported in accordance with their different needs. A range of written policies are provided for parents and these appropriately reflect the ethos of the nursery. The staff team oversee children's moves between nursery and school. Staff prepare transition paperwork to share children's progress information with teachers. This ensures children's individual learning needs are fully understood and supports smooth transitions.

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
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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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

Unique reference number	223230
Local authority	Leicestershire
Inspection number	871319
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	66
Number of children on roll	68
Name of provider	Lilliput Day Nursery Limited
Date of previous inspection	20/03/2012
Telephone number	01530 815888

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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, which are usually the childminder's 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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