

Lilliput Montessori Day Nursery (Anstey)

Latimer Street, ANSTEY, Leicestershire, LE7 7AW

Inspection date	14/08/2014
Previous inspection date	12/11/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
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

- The quality of teaching and learning is very good. Children are progressing well in all areas of their learning. This is because all staff are good role models and have a good understanding of the abilities and needs of all the children in their care.
- Children feel safe, secure and form close attachments with staff and their peers because of the warm and nurturing environment staff provide.
- Staff have a good knowledge of the signs and symptoms of abuse and a good awareness of their responsibilities to protect children from harm or abuse.
- Strong partnerships are formed with parents and other professionals, who work closely together to meet children's needs.

It is not yet good because

- The premises are not sufficiently secure to prevent unauthorised persons from entering the premises.
- Information sharing between staff in the toddler room is not sufficiently well managed to make sure that relevant information is readily available when children's key person is absent.

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 in the four playrooms and outside.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision and the nominated person.
- The inspector spoke with the manager, nominated person, staff and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of practitioners working with the children and the provider's improvement plans.
- The inspector took account of the views of parents spoken to on the day and from information included in the setting's own parent comment books.

Inspector

Jacky Kirk

Full report

Information about the setting

Lilliput Montessori Day Nursery (Anstey) opened in 1994 and is privately owned. It operates from a former village meeting house renovation on the outskirts of Leicester city. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week, from 7.30am until 6pm, all year round, except for bank holidays and a week at Christmas. Children attend for a variety of sessions. Children are cared for across four rooms and have access to two enclosed outdoor play areas. There are currently 146 children attending; all of whom are in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English an additional language. There are currently 21 members of staff working directly with the children. Of these, one member of staff has gained Early Years Professional status, three have appropriate qualifications at level 4 and 14 have appropriate qualifications at level 3. The nursery receives support from the local authority and the National Day Nursery Association. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. 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:

- take steps to prevent unauthorised persons entering the premises; this is particularly in relation to the low-level windows in the babies' nappy changing area.

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

- enhance further the effective key-person system by developing the communications between staff, in order to support the continuity of children's learning and development when their key person is absent.

Inspection judgements

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

All staff demonstrate a sound understanding of the learning and development requirements of the Early Years Foundation Stage. Staff fully understand how children learn through their play and first-hand experiences. Staff provide an educational programme which has depth and breadth across all areas of learning. Staff throughout the nursery exhibit qualities of very good and sometimes outstanding teaching. Staff

interactions with children are warm, caring, considerate and timely. They consistently value children's questions and responses and encourage children to think more deeply about what they are observing. For example, staff ask children, 'why do you think the worm likes being in the mud?' and 'how do you know it is a baby slug?'. Information gathered by staff as children start at the nursery provides a good base for establishing children's starting points in their learning. This information, along with their own regular observations of children at play, enables staff to plan a wide variety of interesting activities. For example, staff provide children with books about bugs and birds in their environment and encourage them to draw their own bug pictures. In doing so, staff raise children's awareness of the different types of insects in the environment, so that they are able to recognise and name the bugs that may inhabit the nursery bug house. As a result, children learn actively from their play. Concise observations of children's achievements are recorded in children's learning folders. Staff use these to complete regular and precise assessments and to monitor children's progress. This method is highly effective in identifying any gaps in their learning, enabling staff to put additional strategies in place, in order to meet all children's needs. However, communications between staff in the toddler room, regarding their key children's development needs and next steps are sometimes limited. This means that other staff are not always fully informed about children's progress and are therefore less well equipped to support children when their key person is absent. Children's communication and language is well supported by all staff. For example, staff acknowledge babies' efforts, as they point to objects, and say, 'oh the flower, the orange flower' to build on their vocabulary and speaking skills. Children's listening, attention and speaking development is further enriched as staff engage children at story times. Children are captivated by the storyteller's expressive voice and eagerly join in with repeated refrains within the story. For example, they excitedly shout out, 'we go through it'. Children offer their own thoughts of where they think the bear in the story may have gone, for example, back home or to his cave. Staff support children's literacy development and understanding that print carries meaning from the very outset. For example, babies can see their name in print on their individual beakers. Older children have opportunities to read signs in the nursery, such as welcome posters in English and different languages. There are also wooden plaques in the outdoor play area, displaying information about different birds and animals. Additionally, books are readily available in all rooms for babies and children to access in warm and inviting cosy corners, with soft furnishings to rest on. This helps children to develop a love of reading. All children have access to and freely use a wide range of media and materials. For example, babies enjoy using their whole bodies to make pictures and actively explore the paint, feathers and glitter with their hands, legs, feet and arms. Babies also love to stamp their feet in the shaving foam. Older children, especially the boys, like to dig and make marks in the mud and sand. This is because all staff have an excellent understanding that these types of activities support children's early writing abilities. Staff support children's mathematical development and understanding of shape, space and measures as they fill and empty water into differing sized containers. Children also learn numbers through daily routines, as they copy staff counting the children, as they hold up their hand and count out aloud 'one, two, three, four fingers'.

Indoor and outdoor play equipment provides children with excellent opportunities to develop their physical skills. Staff allow children to experience challenge and take calculated risks. They deploy themselves well, so as to offer children additional support and encouragement where needed. For example, babies freely use a wooden climbing

structure. They enjoy negotiating small steps to gain entry to, and crawl through the tunnel, so they can slide down the small slide at the other side. Staff know which babies can confidently do this and which babies need extra assistance. Toddlers and pre-school aged children cooperatively and safely play together in the exceptionally well-resourced outside play area. Staff support children as they climb the purpose-built climbing wall/slope to gain access to the play house at the top. Children shout out, 'I did it' and receive lots of praise from staff for their efforts. This demonstrates that staff support children's self-esteem well. As a result, children strive to achieve and set their own challenges. Staff and parents discuss children's needs and achievements within the nursery and at home. Staff complete daily diaries and regular progress reports of children's development. They talk to parents daily about the progress their children are making and also at parents' evening events. This ensures all children, especially those with special educational needs and/or disabilities, and children who speak English as an additional language, benefit greatly from consistency in their care. As a consequence, all children make good progress and begin to close any gaps in their learning. Staff work closely with parents when completing the progress check for children between the ages of two and three years. Staff form good partnerships with other agencies, in order to put strategies in place to give additional help and support to children and their families where necessary. Staff have formed good relationships with staff at the local school and take children on regular visits so they can experience aspects of the school day. School staff provide children with their own school book bag, which contains a story book and props. Nursery staff read these with the children during small group sessions, in order to prepare them for the move to school. Staff provide other settings that children may move on to, with a copy of the child's progress report. This, as well as key persons sharing development records with the child's next key person, helps children to be well supported at times of change. Overall, children acquire the skills, attitudes and dispositions they need for the next stages in their learning.

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

Children and their families are welcomed into the cosy and nurturing nursery environment. Good relationships between staff and families are fostered and developed at the outset. Babies and children are happy and settle quickly. This is facilitated through an effective key-person system. Every key person knows their children exceptionally well and can clearly demonstrate how they support them to move forward and make good progress in their learning. Parents too, form close relationships with their child's key person and regularly share information with them regarding their child's well-being. Staff in the baby room provide babies with lots of warm physical interactions and cuddles. All children are confident to approach staff for help when needed and call out to members of staff and say, 'look at me', or ask staff to engage in their kitchen role play. As a result, all children's emotional needs are sensitively met. Staff provide parents with information about the Early Years Foundation Stage and the nursery policies and procedures when children join. Children's artwork and photographs of themselves producing artwork and participating in other activities are displayed throughout the nursery, which provides them with a good sense of belonging. Staff support babies' emotional well-being extremely well, for example, parents decorate tins with photographs of themselves and other important people in their child's life. Staff support babies to touch and explore these tins and look at

the photographs of family members. This helps to comfort them if they become upset. Children are well supported in their move between rooms. Staff help children become familiar with the room they are moving into, by slowly introducing them to it and to their new key person. Staff share children's development files and other information needed to help children settle.

Babies sleep throughout the day according to their individual needs or parental wishes. Toddlers who still require an afternoon sleep join the babies in the baby room. Staff lay out their sleep mat with their own bed linen and personal comforter. Children quietly find their mat and snuggle down to sleep. Staff sit close by and gently stroke children's backs when they need a little extra comforting in order to fall asleep. Staff are constantly in the room when babies and children sleep. Staff are deployed well, providing continuous supervision of children, which contributes to their overall safety and welfare. However, staff have not fully considered the potential risk to children's safety when a low-level window in the baby nappy changing area is left open. Staff are calm, patient and consistent in their expectations with regard to behaviour management. Staff are observant and anticipate children's actions, giving children the occasional gentle reminder not to throw stones and explain that doing so may hurt someone. As a result, children learn about keeping themselves and others safe. Children are regularly heard saying 'please' and 'thank you' instinctively. Staff have positive attitudes towards equal opportunities. Children have opportunities to learn about different cultures. For example, staff take children on outings into Leicester where they buy saris and other cultural items to decorate the nursery for their Diwali celebrations. Furthermore, children engage in conversation with shop owners who happily share information about their customs and religions with the children. This supports children's understanding and their ability to recognise and respect similarities and differences between themselves and others, and among families and communities. Children make decisions for themselves and are becoming independent learners as they can help themselves from a wide range of easily accessible toys and resources. Children play in cosy, airy and well-lit surroundings, which are well organised to promote learning. Both indoor and outdoor environments are stimulating and enable children to follow their own interests.

Staff encourage and support all children to become independent and to learn new skills appropriate to their age and stage of development. Children are encouraged to wash their hands before eating and after self-care routines. Staff support pre-school children to further develop their independence skills, such as managing their own personal needs and putting on their shoes and coats independently. Additionally, pre-school children serve themselves lunch, prepare their own afternoon sandwich with their chosen filling, pour their own drinks, then clear away and wash their own plates. Children are very well nourished because they are provided with a good variety of nutritious, home-cooked meals at lunchtime and a wide choice of healthy morning and afternoon snacks. The nursery has been awarded the highest food hygiene rating. All staff are very clear about children's allergies or preferences, which ensures children's medical and cultural needs are respected and met. Snack and meal times are social occasions within all rooms in the nursery, when children enjoy interacting and chatting with their peers and staff. Children have regular opportunities outside the nursery to further develop their self-confidence and independence skills. For example, staff take babies and children out regularly into the local village of Anstey where they experience feeding the ducks, playing at the park and

interacting with local shop keepers. For example, they buy pumpkins from the green grocer for Harvest activities and celebrations. Staff and parents work closely together and inspire the children to think of different ideas of how to raise funds for a local children's charity that the nursery supports. As a result, children learn about the people in the local community around them. Staff have formed good relations with the local reception class teacher. Consequently, children are emotionally well prepared for school as they attend 'getting to know you' sessions, sports days and concerts. The teacher also visits children in the nursery; this helps them get to know their teacher well, before they start school.

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

This inspection was prioritised after concerns were raised about the provider's ability to safeguard children. There were concerns that children could potentially leave the premises unsupervised and/or unauthorised persons could enter the premises unnoticed. The inspection found that the manager and all staff in the nursery have a good understanding of their roles and responsibilities to meet the safeguarding and the learning and development requirements of the Early Years Foundation Stage. Children are to some extent safeguarded appropriately by staff who have a sound knowledge of child protection arrangements and are trained in safeguarding procedures. The inspection found that some effective procedures are in place to keep children safe. All internal doors into the nursery are constantly kept closed. Staff do not allow anyone to enter through the main door of the nursery that they do not know, and consistently check with other members of staff to confirm the caller's identity before allowing them in. Furthermore, staff operate a password system, if anyone other than the parent is collecting their child. Parents spoken to on the day stated that they are made aware of the importance of not letting other parents into the nursery, and are reminded of this through notices on the front door and in the nursery newsletters. However, the inspection did find that the premises are not secure enough to ensure that unauthorised adults cannot enter the premises. This is particularly in relation to the window in the babies' nappy changing area, which is at low level and is often left open. This is a breach of the welfare requirements of the Early Years Foundation Stage and compromises children's safety. This is also a breach of the requirements of the Childcare Register.

Sound recruitment and vetting procedures are carried out to help ensure the safety and welfare of children is maintained. The manager has a strong understanding of her safeguarding role and all staff are very well versed in what to do should they have concerns about a child. Positive relationships with parents mean good channels of communication are in place. This enables staff to be aware of children's individual needs at all times and as a result, children's welfare is actively promoted. There are clear procedures to follow and appropriate documentation is in place to record any concerns staff may have about children in their care and/or to report an allegation made against a member of staff. The nursery has a detailed written safeguarding policy, which includes information about the use of mobile phones and cameras. Appropriate documentation is also in place to record details of accidents, incidents and the giving of medication. Thorough induction procedures ensure staff and apprentices are clear about their roles and responsibilities. The manager and nominated person are strong role models who are

firmly dedicated to providing high quality provision for all children. The staff team is experienced and appropriately qualified. The manager conducts regular checks of children's learning and development files and progress records. This ensures they are up to date and are being effectively used to assess children's progress and to accurately identify their next steps in learning. The manager also collates this information in order to monitor specific groups of children. As a result, the quality of the learning environment and planned activities are well matched to each child's age and stage of development. This allows early interventions to be put into place where necessary, which effectively supports all children to make good progress in their learning and development.

The manager and nominated person have a clear vision for future improvements. For example, the nominated person has trialled peer-to-peer supervisions within the other nurseries in the Lilliput chain. This has proved very effective in raising staff confidence and teaching practice. Consequently, there are plans in place to incorporate peer-to-peer observations at this nursery. The manager involves staff in the self-evaluation process by asking them to critique their own performance. Parents contribute to the setting's self-evaluation through daily discussions and by adding comments in the parents' comment book. The manager and nominated person have a good understanding of the quality of teaching and constantly endeavour to improve it. The manager does this through conducting regular supervisions of teaching practice. Regular staff one-to-one meetings, appraisals and weekly team meetings take place. Here children's needs are discussed and staff training needs are identified. As a result, staff are supported well in their professional development. The manager ensures staff keep up to date with key training, such as first aid and safeguarding. Excellent relationships with parents are formed and staff warmly share information about their children at arrival and collection times. Parents are very complimentary about staff. They comment on how staff are always 'on the ball', how they offer lots of encouragement to children, provide lots of varied activities and support children's communication and language development. They comment also on how well they feel staff have supported them and their children through specific milestones, such as potty training. The manager and staff ensure that effective partnerships with other professionals and external agencies are in place. Staff attend local authority, special educational needs and disability meetings and training events. As a consequence, staff are able to put well-timed interventions in place, so that children receive any additional support they may need. As a result of these strong partnerships, children benefit from a consistent approach to teaching that supports their development and contributes to the good progress they make towards their early learning goals.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Not Met (with actions)
The requirements for the voluntary part of the Childcare Register are	Not Met (with actions)

To meet the requirements of the Childcare Register the provider must:

- ensure that no one can enter the premises without the knowledge of staff members who are caring for children on the premises (compulsory part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of staff members who are caring for children on the premises (voluntary part of the Childcare Register).

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	223229
Local authority	Leicestershire
Inspection number	985150
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	79
Number of children on roll	146
Name of provider	Lilliput Day Nursery Limited
Date of previous inspection	12/11/2012
Telephone number	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, 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.

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.

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