

Lilliput Montessori Day Nursery

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

Inspection date

23/10/2014

Previous inspection date

08/11/2013

The quality and standards of the early years provision

This inspection:

2

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 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children are happy, settled and have high self-esteem because staff are knowledgeable about their individual needs. This successfully promotes their emotional well-being, confidence and independence.
- Staff plan activities around children's interests and this successfully introduces children to new experiences which extends their learning and helps them to make good progress.
- Children are protected well because staff have a secure understanding of their role and responsibility to safeguard children and they implement effective practices to minimise hazards to children.
- The nursery is led and managed effectively. The team strive for continuous improvement of the provision. The education programme is monitored well and staff are fully supported in their training and professional development.

It is not yet outstanding because

- Children who speak English as an additional language do not have many opportunities to see and use their home language in the nursery in order to consistently help build strong bilingual foundations when learning English.
- Parents are not always encouraged to regularly share details of their child's emerging interests and achievements at home in order to promote a joint approach to extend children's learning and 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 in all rooms and the outdoor learning environment.
- The inspector held meetings with the provider and deputy of the provision and spoke to staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the deputy.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector checked evidence of suitability of all members of the staff team, their qualifications and the provider's self-evaluation and improvement plan.
- The inspector looked at documentation, including children's records, learning and development information, the progress check completed for children aged between two and three years, staff records and a selection of policies and procedures.

Inspector

Hazel White

Full report

Information about the setting

Lilliput Montessori Day Nursery was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in the Leicester Forest East area of Leicestershire. It is managed by Lilliput Day Nurseries Ltd, who manage five nurseries locally. The nursery serves the local area and is accessible to all children. It operates from five rooms over two floors. There is lift access to the first floor. Two enclosed areas available for outdoor play. The nursery employs 25 members of childcare staff. Of these, 22 hold an early years qualification at level 3 and two are at level 2. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 127 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the programme for communication and language by providing more opportunities for children to use their home language in the nursery, such as, displaying key words or encouraging parents to read stories in their home language
- extend opportunities for all parents to contribute to their child's learning in order to optimise the progress they make in the nursery and at home.

Inspection judgements

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

Staff understand how children learn through play and make effective use of assessments of children's progress to plan for the next steps in their learning. Planning is based on children's interests and their stages of development. Furthermore, staff provide a balance of adult-led and child-initiated experiences, which cover the seven areas of learning and development. As a result, children are comfortably working within their expected age range and making good progress in readiness for school. Staff carry out the progress check completed between the ages of two and three years. Parents are provided with a written summary of the check to identify any additional support that might be needed to help them to make the best progress. This process helps the staff to identify and meet the learning needs of all children, including those who have special educational needs and/or disabilities. Key persons discuss children's daily activities and routine care needs with parents as they collect their children. In addition, important information is recorded in a

daily diary. Parents are encouraged to regularly view children's assessment records and make comment. Consequently, they are kept well informed of their child's progress. However, parents are not being fully encouraged to regularly share details of what their children can do and achieve at home. As a result, staff are unable to take this information into account when planning activities in order to promote a joint approach to further extend children's learning experiences.

Teaching is good overall across the nursery. Children enjoy a well-organised environment where they can select resources to support their play and this develops their independence and curiosity. Staff provide challenge for the children, while ensuring they are successful and this helps children to feel motivated. For example, babies enjoy sensory play, exploring shaving foam and glitter, while older children make models using cardboard tubes and paint. Staff talk to children, commenting on what they are doing and ask questions to encourage their critical thinking and exploration. Children anticipate what will happen next as they listen to a story about an owl and repeat familiar words and phrases. They are delighted when the owl returns to her babies. Hence, children become confident communicators. Staff are skilled at engaging all children, sitting toddlers on their laps so that they can clearly see the book. This helps to sustain their interest and attention and supports children's learning and enjoyment.

Children celebrate different cultural festivals, such as Diwali. They design rangoli patterns and learn about why families buy each other gifts at this time. In addition, children discuss and explore similarities and differences between different cultures and traditions. This effectively supports children's developing understanding of themselves and the wider world. However, although staff find out about the language children speak at home, children who are learning to speak English as an additional language do not consistently see and use their home language in the nursery. Therefore, they do not have regular opportunities to develop the use of their home language while learning English. All children use the outdoor area frequently and are provided with plenty of fresh air and physical exercise. Walks around the local area optimise children's understanding of the natural world. They notice the changing seasons and listen carefully to the sounds they hear on the way, such as cats meowing and birds singing.

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

Children benefit from good settling-in procedures, which are based around their individual needs. This helps to support them in the move between home and the nursery. A well-established key-person system ensures that children form strong attachments. Parents share useful information about their children's personal care and provide comfort items from home in order to help children settle. Successful handover systems within the nursery ensure children are introduced to their new key person and spend time visiting their new room which enables them to build close relationships. Consequently, children are relaxed and confident in a nurturing environment. They develop good levels of self-esteem because staff are attentive and this helps to ensure their emotional needs are met.

The learning environment is well-organised so that children access a wide range of stimulating resources. Children move freely between the indoor and outside environment

and this aids their all-round learning and development. They are comfortable in their surroundings and show a good awareness of their own and others' safety. Children are encouraged to tidy up and take care of resources. When out and about they learn to cross the road safely and know how to keep themselves safe when using recreational areas. This practice supports children in managing their surroundings to minimise accidents. Staff are good role models and use clear explanations to provide children with a secure understanding of acceptable behaviour. Young children learn about turn taking as staff skilfully intervene to help them resolve their difficulties when it comes to sharing popular resources. Older children behave well because staff are good role models, treating them with kindness and respect. They enjoy each other's company, seeking out friendships and forming relationships. Children happily play together and are kind and considerate to one another. Pre-school children are independent in managing their personal care and dress themselves for outdoor play. They are consistently involved in the preparation and serving of snacks and lunch. This means that children are fully supported in developing good self-help skills.

Children are well nourished because they are provided with a good choice of healthy meals and snacks which are freshly prepared by the nursery cook. Staff use these times as a learning opportunity to talk to children about foods that are good for them and which are not. All staff and the nursery cook are clear about children's allergies or food preferences, which ensure children's dietary needs are met and respected. Lunch times are sociable and children sit together and chat to each other and the staff. All children learn sensible hygiene routines because staff act as good role models, washing their hands, before handling food and after changing nappies. Children have a positive attitude to being active. They play parachute games, ride on wheeled toys and frequently go for local walks. Children are prepared for all types of weather because waterproof clothing is readily available throughout the day. This means that children can spend the maximum time outdoors, experiencing plenty of fresh air and developing their physical skills.

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

The staff team are very clear about their role in promoting children's welfare so that children are kept safe from harm. All staff have a good understanding of the safeguarding children procedures and they attend regular training to update their knowledge and skills. Secure recruitment systems are in place to ensure that all staff are suitable to work with children. Their ongoing suitability is assessed through appraisals. Thorough induction procedures are in place for new staff so that they develop a secure knowledge of their roles and responsibilities. Comprehensive risk assessments are carried out on a regular basis and reviewed as and when necessary to minimise potential hazards. Staff are well-deployed to ensure that children are kept safe and all visitors are effectively monitored so that they do not have unsupervised access to the children.

The provider and newly appointed manager are effective leaders, setting high aspirations for quality. They have re-structured the staff team so that there is an experienced member of staff based in each room. This has had a positive effect on the quality of teaching and children's learning. A good system is in place for regularly monitoring

practice and this ensures the nursery is always evolving and improving. Professional development of all staff is supported well through regular supervisions and team meetings. Ongoing training is encouraged and achievements are celebrated, which means staff morale is high. The management team has a good understanding of their responsibilities in meeting the learning and developmental needs of young children. Improvements since the last inspection have had a significant impact on teaching and children's learning and development. The manager has introduced joint and peer observations which have improved the consistency of teaching across the nursery. The outdoor area has been completely revamped to ensure that there are consistently good learning experiences for those children who prefer outdoor play. This mean children's learning needs are met well.

Partnerships with other early years providers and other professionals are strong. Staff share information effectively in order to promote children's learning and welfare, and to identify children's needs to help them make best progress. Staff welcome teachers from the local school who visit the setting before children leave. This enables children to know a familiar face when they start school and this helps them to feel more secure. Staff share information with teachers and complete information about children's progress. This promotes continuity in children's care and learning. Staff have close links with parents in most respects. Parents are invited to contribute to the evaluation of the nursery through surveys, parents' evenings and an open-door policy. They speak highly of staff, describing them as kind, enthusiastic and preparing children well for school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY348114
Local authority	Leicestershire
Inspection number	962825
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	104 - 29
Total number of places	100
Number of children on roll	133
Name of provider	Lilliput Day Nursery Limited
Date of previous inspection	08/11/2013
Telephone number	01162394912

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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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