

Lilliput Montessori Day Nursery (Whetstone)

8 Swan Yard, High Street, Whetstone, Leicester, Leicestershire, LE8 6LQ



Inspection date

Previous inspection date

3 August 2015

18 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff plan exciting activities, which engage children and challenge their thinking very well. They notice children's particular interests and use these to extend their learning. Staff review children's progress regularly and close any gaps in their learning as a result. Resources are of good quality and are easily accessible to children.
- Staff know children very well through their observations and from information obtained from parents. This means they meet their individual needs and work very effectively together to support the next steps in their learning. Children are very well prepared for the next stage in their learning.
- Children are very happy and settled in the friendly, family environment of the nursery. All children's needs are extremely well met, which helps them feel emotionally secure. Children's behaviour is excellent and they form secure relationships with staff and each other.
- Staff understand and implement effective safeguarding policies and procedures. The premises are secure and children are very well protected because staff supervise them vigilantly. Risk assessments are thorough, which helps to keep children safe.
- There is very effective monitoring of all aspects of the provision and of individual children's progress. Strong teamwork means there is continuous improvement in children's learning experiences. Effective partnerships with other professionals and early years providers mean that all children are very well supported.

It is not yet outstanding because:

- Self-evaluation is not yet sharply focused enough to identify more specific areas for continuous improvement in children's learning and in the provision as a whole.

What the setting needs to do to improve further

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

- develop further the use of self-evaluation to identify the priorities for development across all aspects of the provision, in order to raise the quality of learning experiences for children to the highest level.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outdoors.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Catherine Sharkey

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff have a very secure knowledge of how children learn through play. All the rooms are thoughtfully planned for each age group. The outdoor area provides children with a wealth of exciting activities in which to explore the natural world and develop their own learning styles. Babies investigate the soil and toy diggers in a large tray and enjoy playing in the sand pit. Toddlers make marks, which helps to develop their early writing skills. Pre-school children are beginning to recognise and write their names and to use mathematical skills very well. Staff guide and encourage children so they gain the confidence to use and develop their skills. Children are very imaginative in the role-play ice cream parlour, as staff ask them which flavours they would like. This is a rich source of language development, which staff make the most of. Teaching is of good quality. Staff use skilful, open-ended questions to help children find ways to persevere and achieve their goals. A young child tries to fit a piece of paper into an envelope. When it does not fit, staff suggest it might go in if it was folded. The child is very proud of being able to do this by themselves. They show their key person, who praises the child, which helps them to feel confident in using their skills in a range of situations. Children who speak English as an additional language and who have special educational needs and/or disabilities are supported particularly well so they make very good progress.

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

A great strength of the nursery is the caring, family environment created by staff. They help children to settle well at the nursery so they are emotionally secure. Children really enjoy the home-cooked meals provided by the nursery. Staff ensure all children enjoy social time during meals, which provides further opportunities for language development. Children learn to keep themselves safe as they cross the road and staff support their independence so they are ready for school. Close links with the schools children move on to ensure children are emotionally secure. Staff manage children's moves to new rooms and settings extremely well as they tailor these to children's individual needs. Children are active outdoors each day. They develop their physical skills well through the use of a range of resources at the nursery and at the local parks. Children learn to be independent in readiness for school and are taught to share and take turns.

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

The well-motivated management team monitors and documents staff practice extremely well. Staff observe each other's practice and the manager carries out regular observations in order to assess and target improvements. Self-evaluation is good. However, this is not yet precise enough to prioritise specific ways in which the provision could be further improved. Well-qualified staff attend a range of ongoing training to shape their professional development. The nursery provides comprehensive information for parents about the policies and procedures. Staff maintain consistency in children's care through their effective communication with parents and the other settings that children attend.

Setting details

Unique reference number	223232
Local authority	Leicestershire
Inspection number	866071
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	60
Number of children on roll	64
Name of provider	Lilliput Day Nursery Limited
Date of previous inspection	18 November 2011
Telephone number	0116 2867761

Lilliput Montessori Day Nursery (Whetstone) is one of five settings run by Lilliput Day Nurseries Limited. It was registered in 2000. The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at levels 2 and 3. The owner and one other member of staff hold Qualified Teacher Status. The nursery opens from Monday to Friday all year round, excluding bank holidays and one week over Christmas. Sessions are from 7.30am until 6pm. The nursery runs a breakfast club and an after school club, as well as a holiday club for children aged four to 11 years. The nursery follows the Montessori approach to learning. It provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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