

Lilliput Montessori Day Nursery Glenfield

29 Stamford Street, Glenfield, Leicestershire LE3 8DL



Inspection date 28 June 2019
Previous inspection date 16 July 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The leadership and management team has taken significant action since the last inspection. As a result, staff now provide children with good-quality care and learning experiences.
- The manager uses a wide range of professional development opportunities to improve teaching and the outcomes for children. For example, staff attend training to explore how to enhance the experiences for boys. As a result, they plan to improve the male presence in nursery by engaging better with dads and granddads.
- Staff accurately assess the good progress children make. They use information from observations and assessments to identify what children need to learn next. Staff plan challenging and enjoyable activities that motivate children to learn.
- Staff work closely with teachers to make sure older children are emotionally well prepared for their move on to school. Children enjoy visiting school and become familiar with the school environment. Teachers visit children in the nursery. This helps to build upon children's confidence and develops strong relationships.
- Staff do not make sure that parents are well informed of the policies and procedures. They do not consistently help parents to contribute to the progress check at age two.
- At times, staff do not encourage older children to share their thinking and ideas with adults, to extend their learning even further.

What the setting needs to do to improve further

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

- build upon partnerships with parents and help them to easily access the nursery's policies and procedures and to contribute to the progress check at age two
- increase opportunities for older children to share their thinking and ideas with others.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector held meetings with the nursery owner and manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke to parents during the inspection. She took account of their written views, provided by the manager.

Inspector

Dianne Adams

Inspection findings

Effectiveness of leadership and management is good

Managers and staff have worked hard to address the actions from the previous inspection. Managers have recruited well-qualified new staff who enhance the already strong staff team. Staff are encouraged to visit nurseries rated as outstanding to experience best practice. This helps to develop their knowledge and understanding. Staff have introduced the 'curiosity approach' to children's learning. As a result, children enjoy exploring an improved range of natural resources which ignite their imagination and creativity. Safeguarding is effective. Robust recruitment and ongoing suitability checks help to make sure adults are suitable to work with children. Staff have a clear understanding of their responsibilities. They know how to respond to concerns about a child's welfare.

Quality of teaching, learning and assessment is good

Staff know how children learn best. They know what children are interested in. Staff use this information well to extend children's knowledge and skills, across all areas of learning. For example, older children become fascinated by a snail found in the garden. Staff use this interest to help children explore the shape, texture and colour of the shell. Staff skilfully balance adult-led and child-led activities. They provide children with the resources and time to follow their own play ideas. For example, older children become engrossed in building a house using wooden planks, boxes and rubber tubes. Staff join in with younger children's play, playing peek-a-boo games and singing rhymes.

Personal development, behaviour and welfare are good

The key-person system is effective. Staff build strong emotional attachments with children. Staff are caring towards children and help them to feel safe and secure. For example, children are confident to explore their surroundings and to interact with visitors to the nursery. Staff work well with parents to provide for children's care needs. For example, staff and parents help children to develop a good sleep routine and to become independent in their toileting skills. Children behave well. They learn from the good behaviours modelled by staff. Children listen to others, share resources and take turns during play. Children learn to keep themselves safe and healthy. For example, they enjoy playing outdoors in the fresh air and help themselves to healthy foods at mealtimes.

Outcomes for children are good

Children make good progress in their learning and development. They are developing the skills needed to be ready for the next stage in their learning. Older children develop their imagination while acting out experiences from home, using real-life resources. For example, they concentrate well as they make a cup of tea for adults, using porcelain cups and saucers. They often encourage their friends and adults to join in their play, which increases their enjoyment. Children, including those who speak English as an additional language, develop their language skills. For example, older children confidently sound out the initial letter in their names. Younger children develop their physical skills. They hold on to furniture or adults for as they practise walking. Children spontaneously use their knowledge of shape and number in their play. They develop their literacy skills while listening to stories.

Setting details

Unique reference number	223231
Local authority	Leicestershire
Inspection number	10092508
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 8
Total number of places	30
Number of children on roll	53
Name of registered person	Lilliput Day Nursery Limited
Registered person unique reference number	RP907137
Date of previous inspection	16 July 2018
Telephone number	0116 2321319

Lilliput Montessori Day Nursery Glenfield registered in 1997. The nursery opens Monday to Friday from 7.30am until 6pm all year around, except for one week at Christmas. It receives funding to provide free early education for two-, three- and four-year-old children. The nursery employs eight members of childcare staff. Of these, one holds an appropriate qualification at level 2, four hold level 3, one holds level 4, one holds level 5 and one holds level 6.

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