

Inspection of Lilliput Montessori Day Nursery Anstey

Latimer Street, Anstey, Leicestershire LE7 7AW

Inspection date: 24 February 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy as they arrive at nursery. They settle quickly, engaging in activities that reflect their interests. Children show enthusiasm towards their learning. Older babies persevere with activities. They post dry spaghetti through the holes of a colander, smiling when staff praise them when they are successful. Toddlers enjoy acting out their own experiences in the role-play kitchen, saying 'I cook like papa', while giving out play food to their friends. Children of all ages enjoy being outside. Toddlers and pre-school children excitedly jump around, popping bubbles that staff blow to them. They shout 'wow' as they stretch out their arms to catch them.

Children behave well and are aware of nursery rules. For example, pre-school children turn their 'listening ears' on, showing they are ready for a story. Pre-school and toddler children learn how to keep safe, with staff supporting them to walk up and down stairs. Children have good bonds with staff and their friends. Pre-school children work together as a team, using cardboard tubes to make tunnels for cars. They problem solve when the tunnels don't align, helping each other to fix it so the cars can pass through.

What does the early years setting do well and what does it need to do better?

- Staff know children well. They use their existing knowledge of what children can already do to plan activities to support them to progress in their learning. Gaps in learning are identified, with managers and staff working with parents and other professionals where needed. Additional funding is used appropriately to support children's individual learning needs.
- Staff know what they want children to learn. Overall, their interactions with children are positive and they support children's communication and language skills well. For example, staff introduce new words such as 'scoop' and 'bang' as babies use spoons to scoop up porridge oats. However, occasionally staff's explanations of what they want children to do or learn are too complicated. Children who speak English as an additional language do not always understand what is asked of them and they lose interest in what they are doing.
- Staff have established strong links with the local school to help support children as they move onto their next stage in learning. Staff plan regular outings, providing children with opportunities to learn about their community.
- Staff in the pre-school room plan story and singing sessions before meals as part of their daily routine. Children are eager to take part and join in enthusiastically with staff reading a familiar story. They make comments such as 'I've not got spikes on my back'. However, at times, these sessions can be hectic and lengthy. Some children struggle to stay engaged. Staff interrupt children's learning and enjoyment by asking them to go and wash their hands while they

are actively taking part.

- Children's individual care routines are met well by staff. They recognise when babies are tired, providing them with a calm and comfortable area to sleep. Staff encourage children to learn to do things for themselves. Toddlers use flannels to wash their faces after meals. Pre-school children confidently find and put on their coats before going outside.
- Staff communicate well with parents. They regularly share information ensuring that parents are kept informed and involved in their children's care and learning. Parents report they are happy with the service they receive. They comment that their children's social skills have improved since starting at nursery.
- Staff observe each other as they interact with children to help them reflect on their practice. Managers discuss the outcome of what staff have seen and put support and training in place where needed. Managers and staff all take a part in evaluating how effectively they support children to learn and develop. Action plans are put in place to help drive improvements. Staff report they feel supported by managers and each other.

Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of the signs and symptoms of different types of abuse, including the 'Prevent' duty and female genital mutilation. This helps them to keep children safe. Staff know and understand how to report any concerns they have relating to children's safety and welfare. Managers are confident in their knowledge of how to support staff. Staff attend safeguarding training and refresh their knowledge and understanding during regular staff meetings. Recruitment systems in place are good, ensuring that all staff working with children are safe and suitable. Staff complete risk assessments of the premises to ensure that all areas that children access are safe and secure.

What does the setting need to do to improve?

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

- use explanations more effectively to help all children to understand and remain interested during activities
- review the planning of group times so that all children remain engaged and their learning is not interrupted.

Setting details

Unique reference number	223229
Local authority	Leicestershire
Inspection number	10064422
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 at time of inspection	0 to 4
Total number of places	79
Number of children on roll	113
Name of registered person	Lilliput Day Nursery Limited
Registered person unique reference number	RP907137
Telephone number	0330 043 1262
Date of previous inspection	4 August 2015

Information about this early years setting

Lilliput Montessori Day Nursery (Anstey) registered in 1994 and follows a Montessori philosophy. The nursery employs 26 members of staff, of whom two hold a level 6 early years qualifications. Another 16 staff hold a level 2 or above early years qualifications. The nursery opens from Monday to Friday, 51 weeks of the year, closing on bank holidays and for a week at Christmas. The nursery is open from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Natalie Vaughan Prosser

Inspection activities

- This was the first routine inspection the nursery has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager, and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together. They observed activities in the indoor and outdoor learning environments used by children. They discussed the organisation of the nursery and the educational programmes. The manager discussed the safety and suitability of the premises.
- Parents and staff shared their views with the inspector during the inspection.
- The inspector carried out two joint observations with the manager.
- The inspector observed the quality of education being provided in all rooms and assessed the impact that this has on children's learning.
- A sample of relevant documentation was viewed by the inspector including policies and procedures and staff qualifications.

We carried out this inspection 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.

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