

# Inspection of Lilliput Montessori Day Nursery Coalville

Railway House, Hotel Street, Coalville, Leicestershire LE67 3EQ

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Inspection date: 7 March 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children show excitement as they arrive at the setting. They smile as they see their friends and eagerly join in with the activities. Staff warmly greet children, and children separate well from parents and carers. Staff show they are caring and compassionate. For example, they provide cuddles and reassurance for children when upset. This supports children to feel safe and secure.

Children behave well. They respond positively to staff when encouraged to share and take turns. Children are considerate and respectful of their friends. For instance, they help each other to put on aprons ready for creative play. Babies and young children show a love of books. They snuggle up with staff to share stories together. Staff use simple, clear language to support babies in forming their first words, such as 'duck' and 'cow'. This helps to develop babies' early speaking skills. That said, staff do not always provide enough opportunities for older children to develop the languages they speak at home.

Children have a positive approach to learning. Staff spark their curiosity during a clay activity. Children use their senses to explore the texture and smell of clay. They exclaim that it is 'cold' and 'wet'. Children have the freedom to use their imagination. For instance, at the start of the activity, children roll and cut the clay to make 'bread' and 'donuts' for the role-play bakery. Children then discover they can make 'snakes'. They move the rolled-out clay around the table, making hissing sounds.

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

- Leaders and managers have systems in place for staff supervision. Staff feel well supported and report manageable workloads. Staff are dedicated to the setting, meaning that children are cared for by a consistent staff team. This supports children in building close attachments and developing a sense of safety and security.
- Staff seek to understand children's interests and use this to provide stimulating activities. However, they do not always make best use of assessment to accurately understand children's level of development. Consequently, children's next steps are not consistently identified to make sure they make the best possible progress.
- Children who speak English as an additional language are sometimes not fully supported. Staff do not discuss or agree on how they can help children to develop and use their home languages in their play and learning. As a result, the overall communication skills of some children are not fully supported.
- Due to the COVID-19 pandemic, staff have adapted the way they work in partnership with parents. For example, they ask parents and carers to drop-off

and collect children from the main entrance. Parents speak highly of the setting. They say that 'everyone is brilliant' and 'it is a beautiful nursery'. That said, staff do not keep a regular two-way flow of communication with parents. As a result, not all parents are aware of their child's next steps in their learning and development.

- Staff are aware that some children attend other settings. However, partnership working is not fully embedded. Information is not routinely shared between settings to gain an understanding of where children are in their learning. Consequently, staff do not have an accurate understanding of children's achievements and progress in other settings.
- Children's meals and snacks are freshly prepared on site. There is a varied, well-balanced menu, which caters for children's dietary needs. Staff are vigilant and aware of each child's requirements. Drinking water is available throughout the day, which children freely access.
- Staff promote children's independence and decision-making skills. For instance, during mealtimes, children concentrate while they use a knife safely to spread butter on their bread. Staff praise the children, and they smile with pride at their achievements.
- Staff support children to manage their personal needs. For example, pre-school children independently use the toilet and wash their hands. Younger children who have started toilet training become familiar with the potty and use it throughout the day.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff undertake regular safeguarding training. Staff understand the signs and symptoms of abuse and what actions to take to keep children safe from harm. Robust recruitment procedures are in place and the manager checks the ongoing suitability of staff. Staff are confident and understand the action to take if they have concerns about a member of staff. They are vigilant in recording any existing injuries children may have when they arrive at the setting.

Safeguarding processes include the safe use of mobile phones and cameras in the setting, and this is reflected in practice.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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ensure that assessment is used effectively to understand children's level of development and to shape their future learning experiences	29/04/2022
ensure that staff provide opportunities for children to develop the languages they speak at home to support their overall communication skills.	29/04/2022

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

- strengthen the communication with parents and carers to ensure they all receive regular updates about their child's learning and achievements
- build on effective partnership working with other settings to support children's overall learning and development.

## Setting details

<b>Unique reference number</b>	223230
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10070967
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 8
<b>Total number of places</b>	66
<b>Number of children on roll</b>	64
<b>Name of registered person</b>	Lilliput Day Nursery Limited
<b>Registered person unique reference number</b>	RP907137
<b>Telephone number</b>	01530 815888
<b>Date of previous inspection</b>	10 April 2015

## Information about this early years setting

Lilliput Montessori Day Nursery Coalville registered in 1999 and is one of five nurseries run by Lilliput Day Nurseries Ltd. The nursery employs 11 members of childcare staff, of whom 10 hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round, closing for bank holidays and one week at Christmas. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Mel Walker

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager guided the inspector around the provision during a learning walk.
- The manager and inspector carried out a joint observation of an activity together.
- The inspector looked at relevant documentation.
- The inspector had face-to-face conversations with parents to gain their views of the setting.
- The inspector spoke to staff at appropriate times during the inspection.

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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