

Inspection of Lilliput Montessori Day Nursery Coalville

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

Inspection date: 21 November 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy to see staff when they arrive at nursery and settle quickly. Babies put their arms out to staff, who welcome them warmly with a cuddle as they say goodbye to their parents. Children develop secure and positive relationships with staff. Children are confident to ask staff for assistance if they need it, and they enjoy staff's positive involvement in their play. For example, pre-school children show delight and anticipation as they make buildings and towers with bricks, giggling with their friends as the tower wobbles and falls over. Toddlers who are less confident are reassured by staff, who encourage them to play peekaboo. This makes the children laugh and helps them to relax and play. The positive relationships contribute to children's feelings of well-being and belonging at nursery.

Children benefit from the effective curriculum that staff plan for them. Children are eager to explore the activities, and they are encouraged to extend their own play. For example, children who show an interest in construction are provided with a range of bricks, tools, dressing-up hard hats and high-visibility jackets. Children work together well, cooperating with one another. When they talk about needing sand for construction, staff provide this for them, resulting in lively conversations about what they are doing.

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

- The leadership team work very well with staff, who feel valued and supported in their role. Since the last inspection, the team has continued to develop and improve staff confidence. This helps staff to convey their understanding of how they use assessment to identify appropriate next steps in learning for children and how they value the languages children speak at home.
- Staff provide targeted support for children who speak English as an additional language and for those who are less confident in their speaking and social skills. For example, children play games together. They roll a ball to their friends, saying the name of the person they are rolling the ball to. The children are eager to play another game where they work together to pass an inflated balloon around the circle, trying to keep as much air inside as possible. Children thoroughly enjoy these games, laughing as they encourage each other to join in. Staff comment on the positive impact the games have on children's confidence and speaking skills.
- Staff speak to children about what they are doing as they play. They use descriptive words when talking about Christmas decorations, such as 'shiny and soft', helping to extend children's vocabulary. Some children are excited to use words they already know, including 'sparkly and glittery'. However, sometimes, staff ask children lots of questions in quick succession, which interrupts

conversation and limits children's time to think about their answer.

- Staff know what children's interests are, and they speak confidently about what children already know. They take account of this information to plan activities that help children make progress in their learning. Overall, they plan activities effectively. However, occasionally, during activities, staff follow their own ideas about what they want children to do rather than supporting the children's spontaneous ideas and suggestions.
- Staff provide children with activities that widen their experience and knowledge of the world around them. Children take part in outdoor forest school activities. Under close supervision from suitably qualified staff, children learn to use tools and explore natural materials. They learn how to use flints to make sparks to light the fire pit.
- Children are busy, demonstrating sustained periods of concentration as they play. Staff offer children activities that they are interested and motivated to take part in. Children's behaviour is good. Staff follow a positive approach, gently but clearly reminding children to share and consider others.
- Staff work closely with children's parents. They seek detailed information about any specific requirements to help them meet children's individual needs effectively. Babies look at staff intently and smile as they play with them. This consistent approach and the effective key-person system contributes to children feeling emotionally secure at nursery.
- Children are encouraged to be independent. Toddlers and pre-school children learn to serve themselves at mealtimes, and staff talk to them about how to use the large spoon. Older babies practise using a spoon to feed themselves and use their fingers also. Children can choose toys from the low-level shelves, and they are eager to help tidy away when they have finished playing.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand how to keep children safe and protect their welfare. Staff speak confidently about how to recognise changes in children's well-being or demeanour that could indicate abuse. They know how to record and report concerns. Thorough recruitment procedures and ongoing checks ensure staff are and remain suitable to work with children. Risk assessments are effective in helping to keep children safe. All parents and visitors are greeted at the door by staff, and the premises is secure. Staff supervise children well as they play, and they stay close by when children are sleeping, to make regular checks.

What does the setting need to do to improve?

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

- improve staff's knowledge about how to promote and encourage children's

conversational skills rather than interrupting with questions during play

- develop staff's understanding of how to consistently provide support for children to follow their own creative ideas during play and activities.

Setting details

Unique reference number	223230
Local authority	Leicestershire
Inspection number	10260824
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	66
Number of children on roll	61
Name of registered person	Lilliput Day Nursery Limited
Registered person unique reference number	RP907137
Telephone number	03300431262
Date of previous inspection	7 March 2022

Information about this early years setting

Lilliput Montessori Day Nursery Coalville registered in 1999. It is located in Coalville, Leicestershire and is one of five nurseries run by Lilliput Day Nurseries Ltd. The nursery employs 15 members of childcare staff, of whom 14 hold appropriate early years qualifications at level 2 and 3. The nursery opens from Monday to Friday, for 51 weeks of the year. 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
Melanie Eastwell

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The inspector observed the quality of education during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager and discussed teaching and learning.
- The manager and the inspector completed a learning walk together.
- The inspector held a meeting with the manager and the deputy. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to several parents during the inspection and took account of their views. She also took account of written comments from parents.

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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