

# Inspection of Lilliput Montessori Day Nursery Leicester Forest East

Forest House Lane, Leicester Forest East, Leicester LE3 3NU

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Inspection date:

14 June 2023

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## **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 arrive happily at the nursery and are welcomed warmly by the staff. Children readily approach staff for cuddles and reassurance, showing they feel safe and have developed secure attachments. Staff aim to provide a home-from-home environment. They hold babies up to look at a display of family photos. Babies delight in recognising themselves, their families and friends. Children of all ages enjoy playing with bubbles outside. Young children watch staff as they blow bubbles. They learn new words as staff say 'bubbles' and 'pop, pop, pop'. Older children wave the bubble wands around and count the bubbles they create as staff encourage them to understand more complex language. However, staff do not assess children's development accurately or plan activities that link closely to what they need to learn next. They do not share children's next steps in learning with parents or provide them with ideas to further support their children's learning at home.

Staff provide consistent daily routines to help children understand what they expect of them. Consequently, children learn to behave well. Staff say, 'Thank you, everyone, for waiting', as they help children to learn about taking turns. Older children develop their small-muscle skills as they roll cardboard tubes in lard and seeds to make bird feeders. Staff encourage them to recall previous learning and to talk about the different birds that they have seen.

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

- The manager generally understands what she wants children to gain from their time at the nursery. She encourages children to build strong bonds with staff and to learn through exploration. However, she does not provide an ambitious curriculum that is planned and delivered in a way that helps to build on what children already know and can do.
- Staff generally provide activities that link to children's interests. However, they do not assess children's progress accurately or complete the required progress check consistently for children between the ages of two and three. Staff do not plan challenging activities or carefully consider what they want each child to learn next. Consequently, children are not supported to close gaps in their learning and to make the best possible progress.
- Parents comment that they are happy with the care provided and that their children enjoy their nursery experience. Staff share general information with parents regarding what their children have been doing and what they have eaten at mealtimes. However, staff do not share detailed information about what each child needs to learn next. They do not give parents ideas that are specific to their child about what they can do at home to support learning further.
- Staff generally support children to develop their communication and language

skills. They talk with babies and listen as they babble in response. Staff ask older children about what they are doing and use open questions to enable children to extend their conversational skills. Staff provide lots of books for children to explore and enjoy. They enthusiastically read stories to children and sing familiar songs that children know well.

- Staff provide daily opportunities for children to play and learn outside. Younger children develop their small-muscle skills as they scoop and pour water and watch what happens as the water runs down and through pipes. Staff take children on trips in the local community and broaden their experiences as they enable them to explore places such as the park and the library.
- Staff support children to develop independence and self-care skills. Older children wash their hands themselves before eating. They serve themselves lunch at the table and learn to pour drinking water from a jug. Staff promote children's social skills as they encourage them to wait until their friends are ready before they start eating.
- Staff help children to celebrate and value each other's differences. They find out about children's family traditions when they first start attending the nursery. Children learn about each other's home festivals, such as Diwali. Children are supported to learn about what makes them unique as staff encourage them to look at themselves in mirrors and create self-portraits out of play dough and other materials.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand how to recognise the possible signs of abuse and neglect. They know what to do if they are concerned about a child's well-being. Staff consider potential hazards and update risk assessments to help keep children safe. They ensure the premises are secure. The manager follows a clear recruitment process to ensure that appropriate people are employed to work with the children. She supports staff to keep their safeguarding knowledge up to date. The manager discusses local safeguarding concerns during staff meetings, involves staff in team safeguarding quizzes and ensures they complete regular child protection training.

## 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 assessments are completed for all children, including the required progress check at age two, and that these accurately identify any gaps in children's learning and clearly specify what they need to learn next	12/07/2023
plan an ambitious curriculum that links to children's next steps in learning and ensure staff deliver activities that enable children to make the best progress	12/07/2023
ensure children's next steps in learning are consistently shared with parents and provide specific ideas about how parents can support their children's learning at home.	12/07/2023

## Setting details

<b>Unique reference number</b>	EY348114
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10280375
<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>	0 to 4
<b>Total number of places</b>	100
<b>Number of children on roll</b>	66
<b>Name of registered person</b>	Lilliput Day Nursery Limited
<b>Registered person unique reference number</b>	RP907137
<b>Telephone number</b>	0330 043 1262
<b>Date of previous inspection</b>	17 August 2017

## Information about this early years setting

Lilliput Montessori Nursery Leicester Forest East registered in 2007 and is located in West Leicestershire. It operates 51 weeks per year, from 7.30am to 6pm, Monday to Friday. The nursery employs 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications between level 2 and level 6. The nursery provides funded early education for two-, three- and four-year-old children. The nursery follows the Montessori educational philosophy.

## Information about this inspection

### Inspector

Ann Carter

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector observed the interactions between the staff and the children.
- The inspector and the manager carried out a learning walk together.
- The inspector looked at relevant documentation.
- The inspector spoke to a number of parents during the inspection and took account of their views.

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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