

Inspection of Lilliput Montessori Day Nursery Coalville

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

Inspection date:

19 June 2025

Overall effectiveness

Requires improvement

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 generally enjoy their time at the nursery. Staff are warm, kind and caring and get to know the children well from the start. Children arrive at the nursery happy and they settle quickly in the company of their friends and staff. Babies enjoy sharing a book with staff, who point out the pictures and introduce new vocabulary, such as a dragonfly. Babies try to repeat this new word several times, which supports their communication and language development.

That said, there are significant weaknesses in the management's understanding of curriculum, which has a direct impact on the quality of teaching and learning. Staff do not always sequence children's learning or provide enough challenge to meet the needs of all children. Furthermore, staff do not have high enough expectations for children's abilities and development. For example, two-year-old children drink from lidded beakers at mealtimes, despite having the required skills and coordination to be able to drink from open top cups.

Pre-school children develop the skills needed for their move on to school. They follow instructions, take turns and wait patiently and quietly for their turn to pass the magic egg around the circle. Staff make the activity exciting with their enthusiasm and skilful use of changes of their voice and tone.

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

- Leaders and managers lack a clear understanding of the curriculum and the intended learning for children across the nursery. This means staff are not supported effectively to implement and deliver an ambitious curriculum that meets the needs of all children. At times, activities lack purpose and sufficient challenge, so children are not fully supported to reach their potential.
- Staff comment that they feel valued and that the manager pays close regard to their well-being. Staff take part in regular supervisions, which provide an opportunity to discuss children's progress and any concerns they may have. However, staff do not receive targeted support and coaching as part of the supervision process, to help them to further improve their practice and raise standards of teaching.
- Staff are kind, caring and are good role models for children. They provide consistent messages that help children understand the rules of the nursery. Staff help children to develop patience and understanding. For example, they sit alongside children and help them to wait their turn or offer alternatives to young toddlers. Children show good behaviour, are considerate and have good manners.
- The manager ensures that staff keep children safe. For example, they obtain full suitability checks for new staff in the nursery and complete regular declarations

to check that nothing has changed. The induction process for new staff and apprentices helps to provide information, guidance and training around safeguarding and child protection. Staff meet children's dietary needs and prepare food appropriately for young children at mealtimes, to prevent incidents of choking.

- Staff have a good understanding of child development and regularly assess children's progress. This helps them to identify from an early stage when children might benefit from additional support. Staff seek advice from other professionals to ensure appropriate strategies are in place to help children with special educational needs and/or disabilities to make progress.
- Parents provide positive feedback about their children's time at the nursery. They comment that their children form warm relationships with staff and enjoy attending. Staff share updates with parents about their children's care and learning regularly. However, staff do not work as closely with parents as they could, to share how additional funding is used to meet children's individual needs.
- Staff in the baby room are nurturing in their interactions with the babies. They are sensitive and respectful. For example, they ask children if they can change their nappy, and reassure them when they feel tired or hungry. However, teaching is not good enough to provide older babies with the level of challenge needed to support good progress. Teaching in adult-led activities is not purposeful or matched to children's needs. This means that often older babies wander around the room and are not engaged.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

	Due date
implement a broad and ambitious curriculum that considers the individual interests and developmental needs of all children	29/08/2025
implement appropriate support and coaching for all staff to improve the quality of curriculum delivery.	25/07/2025

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

- strengthen communication with parents to help them to participate more fully in children's learning and development, including developing their understanding of how additional funding is used to meet children's individual needs.

Setting details

Unique reference number	223230
Local authority	Leicestershire
Inspection number	10405763
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	82
Name of registered person	Lilliput Day Nursery Limited
Registered person unique reference number	RP907137
Telephone number	03300431262
Date of previous inspection	21 November 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 three nurseries run by Lilliput Day Nurseries Ltd. The nursery employs 15 members of childcare staff, of whom 13 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
Carly Polak

Inspection activities

- The inspector completed a learning walk with the manager and held discussions to gain an understanding of their curriculum intent.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed two joint observations with the manager.
- The inspectors looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector viewed the premises and discussed the safety and suitability of these.

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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