



Lilliput Lodge Children's Day Nursery Ltd

Inspection report for early years provision

Unique Reference Number	EY227003
Inspection date	14 November 2006
Inspector	Jayne Lesley Taylor
Setting Address	Thimblemill Recreational Site, Thimblemill Road, Bearwood, West Midlands, B67 6NR
Telephone number	0121 420 4080
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Registered person	Lilliput Lodge Children's Day Nursery Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Lilliput Lodge Children's Day Nursery opened in 2002 and operates from five areas in a single storey converted building in Smethwick. A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 7.30 to 18.00 all year round. All children share access to a secure enclosed outdoor play area.

There are currently 62 children under five years on roll. Of these, 14 children receive funding for nursery education. The nursery currently supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The nursery employs 15 members of staff. Of these, 14 hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children understand the need for good hygiene practice, which is supported by well established, consistent daily routines. They act independently and with support from staff. For example, wiping tables after they have used them and by throwing away used tissues. Children eagerly show their awareness of routines and wash their hands before eating, without staff prompting them. Spread of infection is minimised because the staff are diligent in ensuring that routines and procedures are consistently applied, resulting in children's health needs being effectively met. The setting has parental consent for administering medication. However, children's health is potentially compromised as parents are not always requested to sign medication recording sheets to acknowledge the entry.

Children are well nourished as they are provided with a healthy appetising range of meals and snacks that are cooked daily on site. Mealtimes are a social occasion where all of the staff and children sit together, talking about things that they like doing and discussing the foods that they are having for dinner. Older children self-select their own foods and serve themselves, this supports their understanding of healthy eating and allows them to make informed choices. Children have drinks at snack and meal times and are able to access them freely throughout the day, this ensures that the children are well hydrated.

Children's physical development is promoted because well planned daily routines and activities ensure that a good balance of indoor and outdoor play is available to them. Staff encourage the children to be involved in healthy exercise, for example, having Yoga lessons and by taking part in the 'Lilliput Lodge Olympics'. Staff ensure that children use the outdoor play area throughout the day as an additional room. When outdoors the children use a range of large and small equipment, such as climbing frames, bikes, scooters, sand and water play and painting. This helps to develop children's co-ordination and balance.

Staff support the children's understanding of how to keep healthy by talking to them about the benefits of fresh air and exercise. Children's individual needs are well met because they are encouraged to freely rest and relax as they wish throughout the day. Good planning and organisation ensures that babies are able to be physically active and staff ensure they are able to move around the room freely and have opportunities to practise rolling over, crawling, standing and walking.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in premises that are very safe and secure. An informative and interesting range of pictures and children's work is displayed around the building, creating a very welcoming environment to children and their parents. The nursery is very well organised so that children can move safely and freely from one area to another, both independently and with adult support. This ensures that children's individual needs are met and that their development and independence is well promoted.

Children safely use a good range of furniture and equipment that is suitable for their age and stage of development, and meets their individual needs. A wide range of good quality resources are stored throughout the play areas so that children can easily and safely self-select them. This ensures that children's independence is encouraged.

Children's safety is very well maintained because all staff are diligent and proactive in directly supervising them at all times, both indoors and outdoors. They continually support the children's understanding of how to keep themselves safe by talking to them about safety and offering gentle reminders. For example, thinking about what they are doing and looking where they are going, in case they bump into someone and they both get hurt. Children's safety and well-being is promoted because staff check equipment and the environment daily.

Children are well protected because staff have a good understanding of child protection procedures and practice. They are all aware of their individual roles and responsibilities regarding protecting children in their care, which ensures that children's welfare is safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very settled and enjoy themselves at the nursery, where they arrive happy and eager to play and learn. A very good range of planning under the 'Birth to three matters' framework and the Curriculum guidance for the foundation stage, ensures that children are very well occupied throughout the times that they attend. A high level of support and guidance from staff helps the children to build trusting relationships with adults and their peers, developing their confidence and self-esteem. Staff actively listen to what the children are saying and respond promptly with genuine interest. They continually recognise the children's achievements and praise and acknowledge them, this fosters children's sense of belonging and self-worth.

Children are encouraged to make decisions about what they would like to do and are given opportunities to extend their own play and learning. For example, a designated free flow time allows the children to interact and move freely from area to area, sharing ideas and experiences. Staff continually re-assess the activities that are available to the children, taking into account their individual levels of ability and need, this ensures that all children achieve to the best of their potential. Children enthusiastically play together and will ask for adult support to extend their play if they feel that they need it, for example, when two children were playing with the tool bench and decided that it would be better to use each side but needed help to turn it around.

Children take part in activities and experiences centred around their immediate environment, for example, they grow their own vegetables, pick them, eat them for snacks and use them to make a wizards soup for their Halloween party. They also take unwanted toys to the local charity shops with staff, talking to them about what happens to them when they have donated them. This is extending children's understanding of the environment in which they live and supporting their learning. Children play very well together, sharing and taking turns, and understand about being sensitive to the needs of others.

Nursery Education

The quality of teaching and learning is good. Staff demonstrate a good understanding of the Foundation Stage and implement this effectively by planning relevant play and learning experiences that cover all six areas of learning. They consistently interact positively with the children, and respond to their needs, making them feel valued and secure. Staff work together effectively to create an environment that is stimulating and ensures that the children are always gainfully occupied. Children are encouraged to be self-sufficient which contributes to them being independent and enthusiastic about their own learning. Staff have a relaxed approach that makes learning enjoyable for the children. Consideration is given to children with varying levels of needs and abilities and teaching takes account of children's different attainments and provides sufficient challenge. Therefore children are able to learn at their individual level of ability.

Accurate planning and evaluation of activities demonstrates that staff take every opportunity to extend children's learning and experiences, giving a clear understanding of the purpose of the activities and what the specific learning intentions are. Observations and recording are consistently used to plan the next stage in children's learning.

Children eagerly and enthusiastically enter the nursery greeting their friends and staff. They sit patiently together at registration time, where they self-register and talk about the day ahead. Children have opportunities to develop their social skills and confidence when undertaking a variety of tasks, such as laying tables and giving out drinks. They are aware of their own personal needs and feelings and consider the needs of others, therefore developing a sense of right and wrong. Children have close and caring relationships with the staff, this increases their sense of trust and helps them to develop a sense of belonging and independence.

Children are making good progress in all areas of communication. They recognise their own names and practise mark making skills throughout their play, for example, writing their name on their work, completing dot to dots and by tracing. Children speak confidently, sharing ideas and thoughts with each other and adults, in group and individual situations, both formally and when playing. Children understand that words convey meaning when looking at books and other written texts. However, a lack of written words displayed around the nursery impacts upon their opportunities to recognise and pay attention to the purpose of written language in their surroundings. For example, chairs, doors and windows.

Children are beginning to see the connections and relationships between numbers, most can count to ten and beyond independently and are able to visually recognise written numbers. Children use positional language such as, in front, behind, on top and talk about big and small to help them to compare size. There are missed opportunities for children to calculate, for example, at registration time and when laying tables for dinner. This impacts on their understanding of using calculation in everyday situations. Children measure and weigh freely using the equipment available to them, for example, in the sand and water play.

Children know about the uses of everyday technology and have regular opportunities to develop their skills and knowledge by investigating with a wide range of objects and equipment, such as magnifying glasses, magnets and timers. This supports children's understanding of the

importance of technology in their everyday lives. Through planned topics children are learning about the natural world, including how and where animals and insects live and how plants grow. They have made a wormery and have planted bulbs and vegetables. Children enjoy using their senses and explore with a range of different materials, including tasting, smelling and feeling activities. They play with ice cubes, talking about the temperature that was needed to freeze the water and how it melts.

Children competently use a range of large and small equipment that helps them to develop their confidence and physical skills. They move around imaginatively and safely showing control, good co-ordination and balance, for example, when steering bikes and scooters. They use large equipment purposely within their play, for example, moving tables and chairs when re-organising the home corner. Children persevere when using smaller pieces of equipment, for example, when threading and cutting with scissors. They use malleable materials with control and a sense of purpose.

Children have opportunities to explore colour, texture, shape, form and space through a range of art and craft activities that include painting, play dough and junk modelling. They freely express and communicate their ideas through imaginative play, creating roles and situations. Role play is a daily feature where children act out a variety of scenarios such as a hospital, travel agents and hairdressers. Children use musical instruments, both freely and in structured music sessions, using a range of instruments when singing nursery rhymes and when listening to the beat of different sorts of music. They are able to explore and express their feelings and responses by having free access to activities, for example, painting, crayoning and dry and wet sand.

Helping children make a positive contribution

The provision is good.

Children have a very positive attitude about themselves and others, which is nurtured by the staff caring for them. Staff value and respect the children as individuals and consistently enable them to achieve to the best of their ability. A fully inclusive environment, attitude and approach from staff builds a good balance of trust between the children and the staff, fostering their self-esteem and developing their confidence. Through a range of planned topics, resources and activities, children are beginning to understand about differences in themselves and the wider world.

Children's behaviour is very good and they are continually praised and acknowledged by the staff, who treat the children with respect. Staff act as positive role models to the children, they are polite, caring and courteous and offer gentle reminders when needed. Children are encouraged to take some responsibility for their own behaviour and to think about the impact of their behaviour on others. This supports their understanding of right and wrong. Children play very well together, negotiating as they take turns with a specific toy or play in a particular area. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. A key worker system helps children, parents and staff to get to know each other. Parents receive a very good range of information regarding all aspects of the setting, including planning of activities for children of different ages. They are

aware of the Curriculum guidance for the foundation stage and reference is made to the early learning goals and the six areas of learning. Information is also readily available on the 'Birth to three matters' framework. Policies and procedures are displayed for parents to look at, any time that they wish. Staff consistently talk to parents both at the beginning and the end of the sessions. They receive both verbal and written information detailing their child's progress and achievements. This ensures that parents wishes are complied with. Parents are actively encouraged to participate in nursery events, they regularly come in and talk to the children about their various jobs and take part in sports events, such as the 'Lilliput Lodge World Cup'.

Organisation

The organisation is good.

Children thrive from being cared for by a team of competent and enthusiastic staff who are experienced in child care and have a very good understanding of child development and learning needs. Staff are motivated and enthusiastic which ensures that the children enjoy themselves and achieve to their full potential. Children's health, enjoyment and achievements are very well promoted because of effective team work and information sharing. All staff work together for the benefit of the children.

Most required documentation which contributes to children's health, safety and well-being is in place. Concise details of children's individual needs are recorded, which supports the staff in caring for them accurately. Overall children's needs are met.

Leadership and management of the nursery education is good. This contributes to children making good progress towards the early learning goals. Management oversee all planning of the educational programme and monitor it's implementation, offering staff a high level of support and guidance. Working together, management and staff extend children's experiences and support their learning. Staff are actively encouraged to attend further training to update their skills and knowledge regarding early education, helping them to teach more effectively. All staff are committed to developing and improving all areas of their practice and the quality of care and education for all the children. Overall children's needs are met.

Improvements since the last inspection

At the last inspection the provider agreed to ensure that equal opportunities was promoted in everyday activities and displays. They also agreed to increase the opportunities to provide interaction between staff and children at mealtimes.

A number of key issues were also identified at the last nursery inspection. These were to develop activities that would improve children's use of mathematical language and develop opportunities for them to use large scale equipment and structured play when outdoors. To develop opportunities for children to access working technology and to ensure that children's assessments reflected their individual learning needs.

The setting has made good progress in addressing the recommendations from the last inspection. A good range of resources and planned experiences supports children's understanding of differences within themselves and the wider world. Good planning ensures that all children are

actively encouraged to achieve to their full potential. Mealtimes are organised so that staff sit with the children in small groups and talk to each other, supporting their understanding of healthy eating and encouraging the children to make informed choices.

The setting has made good progress in addressing the key issues from the last inspection. A range of planned mathematical experiences and activities are available to the children on a daily basis which improves their use of associated language. Children use the outdoor play area as an extended play environment where they are able to undertake a wide range of experiences that allows them to use large and small scale equipment freely and with purpose. Children are able to understand the everyday uses and purpose of technology through well planned and implemented activities and experiences. Staff complete full assessments for all children that reflect their individual learning needs and identify specific learning intentions.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that all medication records are signed by parents to acknowledge the entry

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop opportunities for children that will encourage them to recognise and pay attention to the purpose of written language in their surroundings
- develop opportunities for children to calculate in practical contexts and everyday activities

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk