

# Lilypad Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY348409
<b>Inspection date</b>	03 September 2007
<b>Inspector</b>	Jill Lee
<b>Setting Address</b>	432 Whitley Lane, Grenoside, SHEFFIELD, S35 8RQ
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<b>Registered person</b>	Caroline Taylor
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Lilypad Day Nursery was registered in 2007. It is a privately owned nursery in purpose built premises situated in the Grenoside area of Sheffield.

Children are cared for in two playrooms. They have access to a fully enclosed garden for outdoor play.

The nursery is registered to care for a maximum of 12 children at any one time. They are currently caring for 27 children, of whom 19 receive funding for nursery education. The nursery supports children with learning difficulties and disabilities.

There are four staff employed to work directly with the children, all of whom have an appropriate early years qualification.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

The outdoor environment is used well to provide a rich and varied source of stimulus for children's play. Children spend much of their time outdoors, using the nursery gardens and adjacent fields with great joy and enthusiasm. They enjoy pedalling cars and crawling through a tunnel. They play croquet and other ball games. They convert the picnic table into a den and make see saws with logs. They go for walks and play hide and seek in the woods. They climb on the field gates to look for the horses, clamber over the stile to the stream and look for the 'ugly troll' under the little bridge. Children have well planned opportunities to develop confidence in using their bodies in different ways. Parents are asked to provide appropriate clothing, so that children can enjoy outdoor experiences in all weathers.

The nursery environment is bright and very welcoming. Staff implement high standards of health and hygiene practice, so that children are protected from infection. Arrangements for first aid and administering medication meet requirements and protect children effectively. Staff consistently promote good hygiene routines, so that children clearly understand why they need to wash their hands after caring for the pets or digging in the garden. They develop high levels of independence in attending to their own personal care. They manage the toilet independently and learn to tuck their trousers into their socks to protect them from nettle stings when out walking.

Parents are fully consulted about their children's health and dietary needs. Children are well nourished. They enjoy a varied menu of healthy foods and access drinks independently. Staff talk with children about healthy foods and encourage parents to provide healthy lunch boxes. Children are encouraged to explore different tastes and textures, as they try a variety of fruit and vegetables at snack time. They grow lots of their own vegetables and harvest fruits, like blackberries, from the hedgerows. They help in the preparation of snacks and confidently make their likes and dislikes known. Snack and lunch times are very relaxed and sociable.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children's understanding of safety is strongly promoted because staff consistently reinforce limits and boundaries within everyday activities. This helps children to develop high levels of independence in their play. Staff routinely explain and reinforce safe practice, for example, raising children's awareness of which fruits and berries are poisonous. Children are encouraged to be responsible for their own safe behaviour when on outings. They know they must always walk with a partner, hold hands when walking along the country lane and stand still as cars pass. They are reminded not to throw stones when near to people. Children learn to keep their environment safe, as they tidy away the toys when they finish with them. Well planned activities begin to promote children's awareness of wider health and safety issues, like safety in the sun.

Children use the play environment purposefully, accessing all areas of the environment with safety and independence. A well considered range of good quality resources is stored at child height, so that children can select them freely. Appropriate risk assessments are conducted and practice is consistently evaluated, increasing all children's safe participation in everyday activities. Accidents are routinely monitored. The nursery has a clearly defined security policy.

Access is by a coded lock and consistent use of the visitors' register increases children's safety. There is clear planning for safe evacuation in an emergency.

Staff protect children and keep them safe. They help children to feel confident to make their needs known and sensitively establish supportive relationships with parents. They understand their responsibilities within child protection procedures, enabling them to ensure that children's welfare is safeguarded, although they have not yet fully familiarised themselves with the procedures of the Local Safeguarding Children Board. Appropriate procedures for recording any concerns are in place, although there is less clarity regarding the recording of existing injuries.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children thoroughly enjoy spending time in the nursery. They are cared for by friendly staff, which helps them feel relaxed and at ease. Staff find out what they enjoy doing, listening closely to them as they talk and sensitively supporting their play. The planned environment is very child focused, so that children develop high levels of independence as they plan and develop their own play ideas. They select resources freely and the continuous provision is well planned to promote experiences in all areas of their development.

Children use their imagination, as they develop stories with the dinosaurs in the sand and play with the doll's house. They have great fun painting the fence blue and the gate pink. They experiment with a wide variety of sensory and tactile resources, as they explore their own creativity. They delight in feeling the texture of bark and the furry inside of conkers and jumping into piles of 'crinkly' leaves. They explore many heuristic play materials, which stimulate their senses and curiosity. Staff have a good understanding of child development and talk frequently with parents, so that they understand each child's needs. They are beginning to develop use of the framework for the Early Years Foundation Stage curriculum.

### **Nursery Education**

The quality of teaching and children's learning is good. Staff have a very secure knowledge of the Foundation Stage curriculum and comprehensive planning helps children to make good progress towards all the early learning goals. Children are highly motivated and their interest is fully sustained, as they enjoy a broad range of well planned activities and experiences both indoors and out. Children learn to listen well, concentrate and persevere with activities they enjoy. They become curious and inquisitive, as staff skilfully prompt their learning through open questions and well planned stimuli.

Children are confident communicators and use language well to share their ideas and experiences. Staff introduce new language in planning, encouraging children to use language in different ways. Children love reading books and enjoy a wide range of factual books, which promote their awareness of the world around them. They listen with pleasure to stories and become interested in letter sounds. They have opportunities to write for real purposes in their role play and as they describe their own work.

Children count and become familiar with number concepts in their everyday play. They investigate mathematical ideas and use mathematical language, as they roll and shape dough for blackberry and apple turnovers, build cars with the bricks and enjoy action rhymes. They use the tape measure to measure the height of corn stalks and find out whose sunflower is

biggest. Staff interactions helpfully promote some opportunities for children to solve problems. However, they do not maximise opportunities for practical investigation and problem solving in everyday activities, for example, by encouraging active use of a range of construction tools and materials or by using daily routines, like snack time.

Children develop a keen and very well informed awareness of and interest in the natural world, growth and change. They care for the pets, collect the eggs from the hens, feed the wild birds and visit the farm to see the calves. They learn about harvesting hay to feed the animals in winter. They are fascinated by the seeds, fruits and nuts, which they find in the hedgerows. They grow their own vegetables and understand what living things require to grow.

Staff model skills and consistently reinforce expected behaviour, so that children learn to work cooperatively and use all activity areas productively. They interact skilfully with children to stimulate their curiosity and consolidate learning. They are developing varied systems to observe children's interests and monitor their individual progress. Assessments of progress are effectively shared in an informal way between staff. Observations are clearly linked to the areas of learning and systems are in place to consistently track progress. Staff have identified the need to enhance the links between these observations and planning the next steps in children's learning.

### **Helping children make a positive contribution**

The provision is good.

Children are very secure in the nursery and develop a strong sense of belonging. They participate actively in daily routines, like feeding the rabbits, guinea pigs and gerbil, and collecting the eggs. They freely access the whole environment, indoors and out, making choices and decisions about their play. Each child is valued as an individual, promoting their confidence and self-esteem. They share their home experiences confidently.

Children make good friendships and enjoy warm and trusting relationships with staff. They learn to be kind and think about the feelings of others, for example, asking others if they want a turn to hold the bag for blackberries. Children learn to manage their own behaviour well. They learn to listen carefully to instructions and to be respectful of others when they are speaking at group time. They understand why it is important to keep the play environment tidy. They share toys and learn to take turns in games. Staff praise and reward good behaviour, clearly explaining why certain behaviour is unacceptable. This helps children to feel safe and know that staff will help them to resolve any difficulties.

Children enjoy daily outings, which raise their awareness of their local environment. They explore the local fields and woods, observe the effect of heavy rain and collect natural resources. Appropriately planned activities and resources help raise their awareness of other cultures and abilities. Children participate in fund raising activities. Staff create an environment in which children make an active contribution to the everyday life of the nursery. Children's spiritual, moral, social and cultural development is fostered.

Parents' relationships with staff are warm and friendly. Policies are readily accessible to them. Parents are well informed about their child's daily activities and experiences. Questionnaires are issued asking them to share their views and comments about their child's care. Parents know how to raise any concerns and feel very comfortable to do so. The provider is fully aware of current guidance relating to dealing with complaints but the complaints policy does not show the contact details of the regulator. A clear system for recording of complaints is in place.

The partnership with parents and carers is good. Planning is displayed and parents are well informed about the Foundation Stage curriculum and areas of learning. Photographs are used well, both in displays and children's records, to give parents insight into the varied activities which support their child's progress. Parents are able to access and contribute to their child's development record. They are asked to share observations of children's home interests. Regular newsletters keep parents updated about nursery issues and current topics. They include ideas to help parents to become actively involved in their child's learning. Staff share information about children's progress each day and formal parents' evenings are planned.

## **Organisation**

The organisation is good.

The nursery environment is organised very effectively to promote children's welfare and learning. Use of space and accessibility of resources promote children's independent participation. Staff ensure appropriate levels of care and supervision at all times. Children's individual needs and varying interests are supported well, although their spontaneous play is sometimes interrupted by routines, like group and snack time.

Leadership and management is good. Staff work together effectively as a strong and cohesive team. Monthly staff meetings enable all staff to contribute actively to planning and review of policies and practice. They have not yet developed formal systems for ongoing self-evaluation, to help them monitor progress and identify areas for improvement. Systematic observations of children help staff to plan for next steps in their learning. There are systems in place to monitor the quality of teaching and its impact on children's learning.

Comprehensive policies and procedures are effectively implemented, so that children's welfare is safeguarded. Recruitment and vetting procedures are in the process of being formalised, to ensure that staff are suitably skilled and experienced to work with children. Procedures are in place to ensure that no person who is not vetted may have sole charge of children. Procedures for appropriate induction of new staff are being established, together with systems for staff appraisal and identification of training needs. All required documentation, which contributes to children's health, safety and well-being, is in place. Parents' wishes regarding their child's care clearly influence day-to-day practice and clear written agreements are recorded.

Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since registration 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.

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### 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):

- enhance staff awareness of the procedures of the Local Safeguarding Children Board
- monitor routines to evaluate their impact on children's free play
- enhance procedures relating to staffing, such as recruitment, induction and appraisal, and further develop systems to evaluate the quality of practice.

#### 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):

- provide more practical opportunities for children to solve problems and to investigate freely with a range of construction tools and materials
- extend the use of observations to inform planning for next steps in children's learning.

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](http://www.ofsted.gov.uk)