

Lilliputs Day Nursery

Inspection report for early years provision

Unique Reference Number	316017
Inspection date	04 March 2008
Inspector	Lindsay Helen Dobson
Setting Address	226 Bolton Road, Westhoughton, Bolton, BL5 3EF
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Registered person	Gillian Green
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?

Lilliputs Day Nursery has been registered since 1998. The nursery operates from a converted school building. It is situated in the residential area of Westhoughton in Bolton. Local bus and train stations are nearby with a library, shops, parks, leisure centre, tennis court and schools within walking distance.

The nursery is open from 07:30 to 18:00, Monday to Friday, for 51 weeks of the year, and serves the local community and surrounding areas. The nursery is registered to care for a maximum of 55 children under five years and there are currently 87 children on roll who attend on a full and part time basis. Of these children, 31 are in receipt of nursery education funding. The provision supports children with English as an additional language.

The nursery provides childcare from five rooms on the ground floor. There is a children's bathroom, kitchen, staff room and adult toilet also on the ground floor. The office is located on the first floor. There are fully enclosed areas with impact absorbing surface available for outdoor play.

There are 20 staff employed at the setting, of whom 17 work directly with the children. The manager holds a BTEC qualification and a National Vocational Qualification (NVQ) level 4. All the remaining staff hold appropriate childcare qualifications. The nursery receives support from a pre-school teacher, the local authority quality inclusion officer and the Early Start Team.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in clean, hygienic premises where good care practices are in place. For example, staff clean surfaces with antibacterial spray, use appropriate procedures when changing babies' nappies and use separate designated aprons when serving food. This minimises the risk of cross-contamination and keeps children healthy. Children develop a good awareness of hygiene and health because the setting has activity themes and personal care routines that support this. For example, staff explain to children the reasons for washing their hands after they go to the toilet, after play outside or before mealtimes. Children and staff have regular discussions about the importance of keeping healthy and the need for fresh air and exercise. Children are developing an awareness of and are learning about their own physical care.

Parental consent is obtained for any medication that needs to be administered and accidents are well recorded. Staff are able to respond positively should a child have an accident or become unwell whilst in their care. This is because they have current first aid training, and good policy and procedural arrangements are in place to readily access appropriately equipped first aid boxes, located in each of the playrooms.

The setting promotes healthy eating, and well-balanced and nutritious meals are served. These include lamb hotpot, tuna bolognaise, fresh vegetables and fresh fruit such as apple, orange and banana. Activities are presented for children to experience a range of unusual fruits and cultural foods. This encourages familiarity with a variety of foods, tastes and textures, and promotes good dietary health. Staff ensure they have knowledge of children's special dietary requirements and information regarding any allergies is gathered at the time a child is placed at the setting so that food is always suitable to maintain their health. Older children have access to drinking water throughout the day which they can access independently, however, younger children do not have free access to drinks and rely on staff to keep them hydrated. Children are encouraged to take extra fluids after physical exercise and during hot weather. This ensures that during these times children are well-hydrated, comfortable and supported in their active play and learning.

Children develop physical skills by taking part in a variety of activities. They also benefit from fresh air and exercise when playing in the enclosed outdoor area. Children use large equipment and other resources to climb, slide, go through, under and balance upon. They experience planned activities that provide them with challenge and encourage them to try different ways of moving, for example, children are taken swimming once a week and a dance teacher visits the setting weekly to work with the children. When playing on tricycles, pushing dolls prams and using scooters they negotiate each other's space well, manoeuvring and starting and stopping with precision and purpose. They display good spatial awareness and children gain good ability with balance and coordination.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children feel welcomed into the setting, which is very well maintained and in excellent decorative order. The layout of the areas used by the children and displayed information for parents, enhance the environment and help to make it warm and inviting. Children's safety and comfort are supported by an appropriate range of child sized furniture and safe play equipment that are kept in good order. Staff use good policy and procedures to keep children safe. For example, the deployment of staff is well planned which ensures children are supervised at all times, including the toilet areas and during outdoor play. Safety assessments are conducted to reduce risks, and the security arrangements, for the arrival and departure of the children, are extremely well-managed.

Children are developing an awareness of keeping themselves safe. This is because staff educate them about relevant aspects, such as arranging a visit from the Fire and Rescue Service to enhance children's learning and understanding of fire safety. Children are involved in fire evacuation practises and take an active part in helping to tidy away activities throughout the day, to keep the room in an organised and safe order. Children also learn about road safety as they practise using the zebra crossing painted onto the roadway in the outdoor area and then put this knowledge to good use as they make visits in the local community.

The setting has clearly written child protection procedures which refer to the procedures laid out in the booklet 'What to do if you're worried a child is being abused' and the Local Safeguarding Children Board guidance. The staff team regularly attend child protection training courses to further develop their skills and awareness. They recognise the signs and symptoms of abuse and understand their duty to protect the children in their care. Therefore, children's welfare is safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the setting and they enthusiastically participate in the wide range of stimulating and challenging activities. Babies and children settle well because the setting has very good arrangements for them to make visits with their parents prior to their full placement. Staff provide supportive contact and develop caring relationships with their key children to support their emotional needs. Consequently, children's sense of security and well-being is enhanced and they become confident to explore the environment and engage in activities that support their play, learning and development. Children benefit from shared information between parents and the setting, which promotes continuity in their care arrangements, for example, children's feeding routines, play interests and food preferences or allergies.

The 'Birth to three matters' framework is used to assess children under three years and to plan good learning and development opportunities. For example, children's key workers have sound knowledge of children's abilities based on initial assessment using information from parents, and a good knowledge of individual children encourages them to learn at their own pace through the framework.

Children's behaviour is developing well, they are learning to share toys and equipment and take turns because staff talk to children about this. They are consistent, therefore, children know what is expected of them and are beginning to be aware of how their behaviour affects

others. Staff are good role models always saying 'please' and 'thank you' to the children and expecting them to do the same in return.

Nursery Education

The quality of teaching and learning is good. Children make steady progress towards the early learning goals and staff have a good understanding of the Foundation Stage and stepping stones. They plan the curriculum well and make sure all areas of learning are covered during the week. Staff make regular observations and monitor children's development carefully so their next steps in learning can be identified. Staff are skilled at providing appropriate adult led and child led activities. They are enthusiastic with the teaching and like to ensure the environment is stimulating. Children are eager to initiate their own play, such as selecting their own disc at the computer and accessing the programs available on it.

There are a wide range of interesting and stimulating activities provided by the setting as part of the themed approach. Children benefit from staff questioning, for example, during circle time and in their informal play, which encourages them to engage in lively conversation about their interests and home-life events and to express their feelings and develop their language skills. Children's behaviour is managed very well and they respond appropriately to adult requests, praise and encouragement.

Children show confidence in being without their main carer and form good and trusting relationships with adults and their peers. They interact cooperatively in group activities and within their play, for example, when sitting together to listen to a familiar story or when sharing the outdoor toys and play equipment. They follow adult instruction very well and talk about their experiences with enthusiasm. They show good levels of concentration and involvement in activities, and when opportunities arise children show sound levels of independence, for example, selecting resources and pouring their own drinks. However, staff limit children's opportunities to further develop their independence by not allowing them to help at lunchtimes, for example, setting the tables or serving the food. Independence is further restricted as staff wipe children's hands and face for them after lunch and do not encourage them to put on their own coats for outdoor play.

Children understand that print has meaning and recognise their own name on name cards and on artwork displayed around the room. They make marks and write for purpose. For example, children are encouraged to write their own name on their work and use magnetic letters to spell out familiar words. Children enjoy books and show good interest in stories read by adults, accessed independently or in small groups. They are able to anticipate aspects of the narrative of a familiar story, accurately predicting what is going to happen next. More able children are developing increasing ability with phonic knowledge, for example, sounding out the letters of their names or identifying letters and their sounds as they look at the inspector's computer.

Children sing and 'act out' songs that include numbers and simple addition and subtraction, and count the number of children as they line up to go out to play. Children are developing the ability to count numbers in the right order up to 20 and beyond, often using objects, such as counting the compare bears. They are able to decide who has more and who has less in their group of bears. Children can match, compare and judge space through use of resources such as water play, for example, 'this jug is full and heavier than yours'. They can select or name a particular shape or number, for example, children draw around templates, recognising 'a number four' or 'this is a rectangle because it has two long sides'. Older children effectively use positional language such as above, next to and under.

Children learn about natural things and patterns of change, such as the life cycle of the butterfly or the fact that flowers need water and light to make them grow. They enjoy investigating and examining items to see what they are used for and how they work or change, for example, how some things such as paper clips react to magnets, whereas paper and pencils do not. Children use available information and technology equipment, including programmable toys and role play items such as a shop till, calculator and telephone. They have opportunities to use a computer to support their play and learning, using the mouse and keyboard with skill and precision. They can construct and shape forms using various materials when using construction toys, collage pictures, model making from household items, and when using malleable materials such as play dough. Children are developing a sense of place and belonging within their wider community through activities and resources that reflect diversity and promote positive images of culture, gender and disability.

Children use a variety of role play settings to develop their imagination and enact their life experiences, for example, they dress up in the home corner and pretend to work in a café, where they make chopped onions and rice to eat. They explore different sounds and ways to express themselves through dance and movement to music. They use musical instruments and learn to identify the differences in rhythms, pitch and tone within their music. Use of various materials inspires children to be creative and to investigate using all their senses. For example, they taste different foods, they paint, make models, create collages and use water, sand and malleable materials such as play dough.

Helping children make a positive contribution

The provision is good.

Staff are welcoming, friendly and provide an inviting environment for children and parents. Relationships between staff, parents and children are very good with ample time made available to talk and exchange information. This helps to promote continuity of care for the children. Parents feel welcomed, listened to and their views valued. They are kept well informed through various parents evenings and written documents, for example, written policies, newsletters and a range of displayed notices. A written complaints procedure and the availability of updated daily information is displayed for the parents. The information sharing about activities and events, encourage parents to feel confident in the good quality of care, welfare and education offered to their children.

Children are respected and valued as individuals, and inclusion is effectively supported by staff, for example, by developing children's knowledge and understanding of other cultures and abilities. Children with learning difficulties are valued and supported so they are able to participate fully in the setting's activities. The staff work in partnership with parents and relevant agencies in order to meet children's individual and developmental needs. Diversity is promoted and children develop awareness and familiarity through access to a good range of play materials and pictorial images that promote positive images, for example, as they play with multicultural dressing up clothes and small world toys, access a range of books and celebrate various festivals. Children are very well behaved and have sound awareness of adult expectations as time is taken to talk to children about suitable behaviour, for example, reminding them to share and take turns during focused activities and outdoor play. Children become confident and willing to try new experiences because staff regularly praise them for their efforts and involvement in activities, saying such things as 'well done' and 'thank you for helping to tidy away the toys'. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Parents receive written information from the setting that includes information on the Foundation Stage. Newsletters provide useful information on events and current matters of interest, and there is a range of displayed information on the noticeboards regarding topical events and the daily activity programme. The effective partnership with parents contributes to the children's educational needs. Aspects of their development are discussed and recorded with the parents when the child begins placement at the setting or moves into the pre-school room, enabling staff to have a base-line assessment for planning. The staff welcome informal contact with parents at the beginning and end of the day, they share information about the children's activities and achievements on a regular basis and parents are able to view their child's development file at any time. Parents receive regular progress reports and have opportunities to be consulted through open evenings and daily dialogue.

Organisation

The organisation is good.

Well-organised deployment of staff provides children with good levels of care. For example, there are sufficient staff on duty, which allows them to support each other during group and focused activities and to meet children's individual needs. This encourages children to feel valued and secure. All the staff hold appropriate childcare qualifications and they continue to embrace training opportunities to enhance their knowledge and skills, such as first aid training and child protection courses to further their professional development. Procedures are in place to ensure unauthorised person, such as students, visitors and staff who have not been vetted, are never left alone with children.

The setting has a detailed set of policies which are readily accessible to parents. These are designed to keep children healthy and maintain their well-being, including procedures for lost or uncollected children, child protection, equality of opportunity and managing behaviour.

Leadership and management is good. The registered person and senior staff have an overview of the planning for the nursery education, which supports children's learning and development. There are sufficient systems in place to effectively evaluate, monitor and implement the Foundation Stage guidance. The setting has a committed, enthusiastic and well-motivated team of staff. Regular meetings are held to discuss ongoing practice, daily issues, planning and children's development.

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

Improvements since the last inspection

At the last childcare inspection the setting was required to ensure medication records are stored confidentially and provide domestic style furniture in the baby room. The setting has implemented new procedures to ensure the confidential storage of medication records in individual files and an adult sized chair is available in the baby room.

At the last nursery education inspection the setting was required to develop the assessment system of children's progress through the stepping stones towards the early learning goals. There is a new system in place so staff can clearly track children's development, this ensures children move through the stepping stones towards the early learning goals, with staff clearly aware of their next steps in learning.

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.

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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):

- ensure all children have free access to drinks throughout the day.

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):

- further develop opportunities for children to develop their independence.

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