

Lilliputs Nursery Land Registry

Inspection report for early years provision

Unique Reference Number	309865
Inspection date	05 March 2008
Inspector	Carys Millican
Setting Address	Wrea Brook Court, Lytham Road, Warton, Lancashire, PR4 1TE
Telephone number	01772 836 883
E-mail	
Registered person	Busy Bees Nurseries Limited
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 Nursery Land Registry is one of several nurseries registered under the Busy Bees Company. It opened in 2000 and operates from a purpose built nursery unit located in the grounds of the Land Registry site in Warton. A maximum of 88 children may attend the nursery at any one time. The nursery operates Monday to Friday 07.30 to 18.00 all year round, apart from bank holidays. The holiday playscheme is open during school holidays. The nursery has three secure outside play areas that are developed for the different ages of the children that attend.

There are currently 73 children aged from birth to five years on the register for the nursery. Of these, 19 children receive early years funding. There are 141 children aged from four to 12 years registered for the holiday playscheme. Children attend for a variety of sessions both full and part time. Children come from a wide catchment area.

The nursery employs 16 members of staff. Of these, nine hold appropriate early years qualifications and two are working towards a qualification. The nursery is a member of the National Day Nursery Association. The company has the Investors in People award.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from the healthy eating programme established in the nursery. A four weekly set of menus are displayed in the main reception area showing a balanced selection of main meals prepared by the resident cook. Children begin to learn about a balanced diet and the importance of eating healthily. Visits from a nutritionist give children the opportunity to learn about healthy eating. These experiences enable children to sample different tastes and foodstuffs. Children sit at child-sized tables in their respective rooms where a social occasion is created with staff. Children's independence at mealtimes is encouraged by staff providing children with fresh drinking water and fruit snacks which are placed where children can access them throughout the day. Younger children are encouraged to feed themselves and older children are encouraged to serve themselves from the serving dish placed in the middle of the table. Children's independence is further encouraged by staff encouraging them to pour their own water from accessible jugs on each table. Babies cuddle into staff members as they are fed in their arms. Children's dietary needs are met and individual routines are closely followed.

Children's health and well-being is for the most part met. Staff handling and serving meals follow appropriate procedures, such as washing hands and wearing a blue plastic apron. However, hygiene practices are not consistently applied. Tables are not always wiped down by staff before children sit at them and younger children's hand wiping or washing does not always take place. Younger children are supported when washing their hands after toileting and staff follow the nappy changing procedure to ensure cross infection is eliminated. Staff wear white aprons and plastic gloves whilst changing children and changing mats are wiped down after each use. Older children are confident to use the toilets and wash their hands with liquid soap and dry them using paper towels. Toilet training is well supported by staff discussing routines with parents. Children rest and sleep according to their individual needs. Cots are available for babies in the baby room where children can be monitored as other children play. Toddlers sleep on mats with bedding within the classroom, monitored by staff as they sleep. Appropriate hygiene practices are followed regarding the washing of bedding and the cleaning of mats after use. Children's welfare and the protection of other children is fully considered by staff following the sick child policy by contacting parents if their child is unwell. The required documentation is maintained and parental signatures are obtained. The management ensures that there is always a member of staff who holds a current first aid certificate on duty on the premises at all times.

Children benefit from the physical activities which contribute to their good health and all round development. Children access several outdoor play areas. They enthusiastically play in the adventure playground supported by their key workers. Children skilfully balance on the static logs and wooden beams supported by staff who are close by watching and supporting them. They climb up the wooden steps and slide down the metal slide. Children enjoy weekly ballet lessons held in the holiday club playroom and older children play football on the grassed play areas. Daily routines show how outdoor play is encouraged for all children. A covered area is available where younger children ride cars and bikes and play ball games. Sport and leisure activities support the holiday club children's health and well-being. Indoor activities include music and movement sessions with all children. Babies thoroughly enjoy playing in the ball pool and toddlers access a selection of soft play equipment. Staff support younger children's attempts to walk by holding their hands as they walk round the room. Quieter activities are provided for children as they look at books and listen to stories in designated quiet areas.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept safe and secure when playing indoors and outside. Risks of accidental injury to children are minimised by staff maintaining detailed risk assessments. Children access a safe environment. Their safety is maintained by staff completing visual checks in all areas where children play. Children cannot leave the premises unsupervised. Inner doors are secure as children cannot reach the door handles. The exterior door is monitored from the office and visitors use a door bell to gain entry. Socket covers are placed in all electrical points and trailing wires are inaccessible to children. The outdoor play areas are all fully enclosed and gates into each area are secured using bolts. The equipment is checked before use and damages are reported to the management and removed. For example, the broken sand pit cover. Staff check play equipment for any faults or loose or broken parts. Children are therefore protected by the policies and procedures that staff follow to help prevent accidents. Children begin to learn how to keep themselves safe. Staff use gentle reminders not to run around the room and use equipment properly so they don't hurt themselves. Children benefit from visits from 'people who help us', such as the police and fire-fighters and through topics and real life occurrences, such as the air ambulance landing in the grounds. These opportunities are beneficial in raising children's awareness of safety. Fire fighting equipment is in place and fire doors are unobstructed. The fire evacuation procedure is clearly displayed throughout the nursery rooms and the evacuation procedure is practised by the staff and children. Children are kept safe on outings. Parental permission is obtained for walks around the grounds and for outings further afield, such as to the animal park.

Children are cared for in a warm and welcoming environment. The rooms used by the children are suitable in size for the number of children registered in them. Children are provided with a selection of age appropriate resources. However, there is limited low-level storage in all rooms and limited low-level visual displays, especially within the baby room. This compromises children's choice and decision making, including easy access to resources to maintain stimulation and interest. Children feel a sense of belonging. Their art and craft work is creatively displayed throughout the nursery and within each room. Children have their own labelled coat peg in reception and labelled drawers throughout the nursery rooms.

Children are safeguarded by staff who have a sound knowledge and understanding of child protection procedures. Children's safety and well-being is enhanced by staff undertaking additional training to update their knowledge of child protection issues. The child protection statement is in place, however, it is not up to date with the details of the Local Safeguarding Children's Board and website address. Children's general safety and welfare is met by the documentation maintained by the setting, each child's individual record form contains details of named persons allowed to collect them. The hours of attendance of visitors, staff and children are recorded.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their time spent at the nursery. They are happy and contented, and most settle easily into the nursery routine. Children benefit from a warm, welcoming atmosphere created by experienced practitioners. Children eagerly greet the staff and their friends as they arrive. They confidently hang up their coats in reception and enter their designated classrooms without fuss. Children are enthusiastic and self-assured in their play. They help themselves to the construction toys placed on the table. They use their imagination to create a person, talking

about what they are doing with the staff member who is supporting them. Younger children enjoy playing peek-a-boo with the staff as they sit in the ball pool. Children benefit from the good support that they receive from staff and the sensitive and calm approach to their care and learning. They achieve because the staff are experienced and have a good knowledge and understanding of child development, the 'Birth to three matters' framework and 'Curriculum guidance for the foundation stage'. Information is obtained from parents on their child's individual care needs and their emotional, physical, social and intellectual capabilities. This information is then used as a starting block to build on and used to further children's development in line with practice within the 'Birth to three matters' framework. Planning is in place. Staff complete observations and most children's tracker charts and developmental achievement records are updated with the progress children make. Although most children's next steps are identified, they are not used to inform future planning to support children's interests.

Children are enthusiastic and eager to take part in activities. These activities and resources generally support their development and learning and are closely linked with the planning in place. Toddlers enjoy playing with natural materials and visual stimuli contained in the sticking activities using glitter. Most children settle in easily and quickly become confident in unfamiliar surroundings through the transition arrangements made with their key worker. Children are busy, generally well motivated and most are actively engaged in their play. Toddlers enjoy creative experiences as they play with the sand as they fill different sized containers using small spades. Babies' communication skills are reinforced by the staff at mealtimes as they encourage them to eat their food. They enjoy sensory experiences as they sit and play with the musical toys in the darkened room watching the coloured lights from the sensory toys and bubble tube.

Children sing a range of songs and traditional nursery rhymes, starting at an early age, and they enjoy joining in. Older children enjoy circle time activities as part of their daily routine, such as looking at the calendar and the weather chart. Children play outside daily in the fresh air. They have access to several outdoor play areas, including an allotment which is in the early stages of development. Children enjoy physical activities in the adventure playground. They enjoy completing obstacle courses as they crawl through the tunnels and climb the steps up to the slide. Children balance on logs and skilfully walk along chain rope bridges. Indoors, babies listen to music and vocalise as they join in with the staff singing the songs. Mobile babies and toddlers access the ball pool and soft play equipment and less mobile babies are encouraged to stand and helped to walk by staff holding on to their fingers.

Children relate well to each other and socialise well, building up good relationships with staff and other children. Older children begin to distinguish between right and wrong as they learn to take turns and share resources. Staff constantly explain things to children and children confidently ask questions. Children develop self-esteem through the constant praise received from adults. Most children are able to make choices and decisions in their play and there is a good balance between adult and child-led activities, which allows them to experience new ideas and to acquire new skills. Children begin to make sense of the world and express their ideas and interests. Babies enjoy playing with the treasure basket materials as they explore the natural objects contained within them and their concentration levels are for the most part met. However, they are unable to independently access their toys. Play resources are stored in high cupboards so babies cannot investigate or help themselves and there are no low-level visual displays which aid their imagination and create a stimulating environment.

Nursery Education.

The quality of teaching and learning is good. Children make steady progress towards the early learning goals. They are provided with a range of stimulating and interesting activities through the planned focussed activity and the continuous free play areas available to them. Planning is maintained. Children's learning needs are understood by the pre-school supervisor and staff members as they have a sound knowledge of the Foundation Stage, early learning goals and the six areas of learning. Children's learning experiences are planned for, observations are made and their achievements and the stepping stones towards the early learning goals are recorded in tracker progress charts and in achievement folders. Children's individual learning needs are identified, however, they are not used to inform the planning for the next steps in children's learning. Planning is clearly displayed on the wall and parents are informed about the educational topics through regular letters. The staff working with the children use consistent teaching skills and the teaching practice is effective in helping children to learn. Staff find out about children's skills, interests and needs from previous observations completed in the other classrooms or obtained from parents whose children may have just started in the setting for their pre-school education. Staff build on this information which is used as a starting point. Children benefit from the close interaction with the staff who know them well and use questions to challenge their thinking and language skills.

Children access information and communication technology equipment, such as computers. They confidently drag and drop using the mouse. They access a range of construction materials which are set out by staff. Children are eager to learn, being self-assured in their play and confident to try out new experiences. They enjoy talking to staff about their family and confidently draw pictures of them. Staff skilfully extend their language and learning by talking to them about what they are doing and build on what they already know. Continuous free play in the enhanced play areas is fully promoted. Staff provide a planned focussed activity each session in order to observe children completing specific tasks, for example, their understanding of big and little. Children access free play opportunities in areas, such as role play, creative, construction, sand and mark making. A mathematical area is not provided and the existing free choice play areas do not support mathematical experiences.

Children chat confidently using a wide range of language, vocabulary and sentence construction, when interacted with, and their thinking and recall skills are promoted during circle time activities. Children decide what day it is, what date it is and what the weather is like. They listen to staff read them stories and children eagerly join in recalling their own version of a favourite story by looking at the pictures. Children recognise letters of their name and recall the sound each makes. They listen to each other, share experiences and are inquisitive by asking questions. Children are very confident, friendly and have fun. They eagerly join in activities which are used to extend children's learning in most areas.

Children begin to make sense of the world around them. They enjoy outings to places of interest and benefit from visits from people who help us within the community. Their artwork is creatively displayed on the classroom walls, and throughout the nursery. Children listen to staff and follow simple instructions. They paint pictures and use mark making implements competently, and they recognise several colours when asked. Children develop their hand-eye coordination skills as they complete play tray jigsaws and develop socially when playing table top games, such as the matching pair game with their friends.

Helping children make a positive contribution

The provision is good.

Children's understanding of equality is suitably promoted through activities that encourage equal play. Children play harmoniously with each other. They learn to share and take turns in small group activities, such as playing table top games and when using the computer. Children are familiar with the routine. They help staff tidy away toys before snack time. Children begin to develop sound relationships with each other and staff. They form attachments with their key workers who are on hand to help, praise and support the children during the day. Children begin to become aware of the wider society and community they live in. Although they explore their own culture and festivals, and those of others, such as Chinese New Year; visual displays showing diversity and positive images are limited throughout the nursery.

Children behave well. They respond to staff's positive strategies, such as explanation, facial gesture, praise and encouragement. Staff provide individual support and comfort to children as and when required. Older children become aware of their own needs and the needs of others. They confidently help themselves to drinks and attend to their own toileting needs. Most children make suitable choices and decisions about their play from the activities set out. Staff generally support children's interests. Their constant praising of children ensures they become confident and self-assured in their surroundings. Children's ownership of the holiday club is encouraged by staff encouraging them to draw up their own behaviour rules and sanctions. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Children settle into the nursery routine supported by the induction arrangements agreed with their parents. Key workers are established to allow younger children to form an attachment with one particular person. Parents are happy with the establishment and the care and education their children receive. Parents and children are made very welcome. They praise the friendliness of the nursery staff working with their children. Younger children's daily care routines are recorded and written information completed for parents on a daily sheet. This ensures that children's individual care needs are consistently applied. Older children's activities and learning experiences are shared with parents verbally on collection. Parents are provided with a detailed prospectus on registering at the nursery, containing information about the setting and the care and activities provided. Further detailed information is available in the reception area including the complaints procedure, operational plan and the policies and procedures that are followed by management and staff within the nursery. Progress records are maintained in each room for children attending the setting. These are used as a starting point for the pre-school nursery education. Children's progress is welcomed by parents and the opportunity to extend and reinforce children's learning at home is promoted.

Organisation

The organisation is good.

Children's care is enhanced by the good quality of organisation, leadership and management of the setting. Children are well cared for by experienced practitioners who work well together as a team. Most staff hold early years qualifications. They have a clear sense of purpose and a commitment to continual improvement. Staff understand their roles and responsibilities and this is seen in practice. The robust recruitment and vetting procedures ensure children are well protected and cared for by staff with a good knowledge and understanding of child development. Staff checks are completed and the induction procedure ensures the nursery policies and procedures are applied. Staff appraisals are completed regularly to ensure ongoing suitability. Staff's individual training needs are recognised and continual training and development is fully

encouraged by the company. Staff meetings take place to make sure continuity is maintained and information gathered to support children's learning. Staff have a sound understanding of the 'Birth to three matters' framework and the Foundation Stage. Input from the lead worker of the Busy Bees Nurseries Limited is beneficial in improving the already well established setting.

The premises are generally well organised and indoor space is suitably laid out to allow children sufficient play opportunities in their designated rooms. Most areas are sufficiently well organised to allow choice, independence and decision making and to encourage children to explore the environment through their senses. Children are provided with natural materials to enable investigation and exploration. Positive behaviour management strategies ensure children's self-esteem and confidence are promoted and consistently applied in practice. Documentation is in place that ensures the efficient and safe management of the provision and contributes to the health, safety and well-being of children.

Leadership and management of the nursery education provided for children is good. An all-inclusive environment is encouraged and all children are included and treated with equal concern. Children make steady progress towards the early learning goals from their learning experiences reinforced by staff and through the planning in place. The manager has a commitment to the development and improvement of the nursery. This is seen in practice, through discussion and within the documentation provided. Planning is maintained by the staff in each classroom and observations are used to highlight areas of progress and development. Children's next steps are identified, however, they are not used by staff in future planning or to build on children's interests. Staff gather children's observations and achievement to process this information into progress reports for parents. These achievement books are useful as starting points for teachers in the transition arrangements for school. The manager motivates staff by acting as a good role model to promote children's development and the care and routines of the nursery. Staff deploy themselves well to meet children's needs and actively take part in activities. The key worker system ensures that loving, caring relationships are established with the children. Adult-to-child ratios support children's learning within the designated classrooms. Children are motivated to learn through the techniques used by staff that challenge, support and reinforce their learning. Daily routines are followed, although they are flexible to the children's needs. Children's personal information is collected and meticulously recorded. Parents are provided with a variety of information about the provision, the care and education provided and their child's day.

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

Improvements since the last inspection

At the last inspection the provider agreed to improve the provision of resources and the use of assessment of children's learning. Since this inspection more self-chosen activities have been made available to children where they can experiment with their creative ideas and therefore further develop their imagination. This also includes the provision of activities and resources that promote children's understanding of disability and the use of information and communication technology regarding programmable toys. Staff complete regular observations with children which identify achievements and 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.

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 health and hygiene procedures are consistently followed by staff
- make sure children can access resources easily to enable choice and decision making.

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 opportunities within every day experiences and play opportunities for children to experience mathematics
- make sure the next steps identified from children's observations inform future planning and support children's interests.

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