

Lilliput Village Children's Nursery

Inspection report for early years provision

Unique reference number EY389759
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Inspector Caroline Preston

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Lilliput Village Children's Nursery is one of eight settings operated by Sunhill Daycare (Europe) Limited. The setting opened in 1998, but changed ownership in 2009. operating from purpose-built premises situated on the outskirts of Basildon. All children share access to secure, enclosed outdoor play areas. The premises has easy, low-level access for people with disabilities. A maximum of 88 children under eight years may attend the setting at any one time, of whom not more than 18 may be under two years. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting opens on five days a week throughout the year, with sessions from 07:30 to 18:30 for children from the local community, who attend for a variety of sessions. There are currently 71 children aged from three months to five years on roll. The setting supports children who have learning difficulties. The setting employs 18 staff, of whom 14 hold appropriate early years qualifications, while one is working towards a further recognised qualification. The setting receives support from the local authority, the National Day Nurseries Association (NDNA) and the Pre-School Learning Alliance (PSLA).

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children's welfare is promoted which supports their individual needs. Children make steady progress in their learning and development and the environment is safe and secure. The new management team have begun completing a written self-evaluation, therefore are putting steps in place to improve practice. Partnership with parents is effective, they are informed about how the provision is run and are updated on their child's progress.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve the arrangements for observations and assessments so that these can be used to assist in planning enjoyable and challenging learning and development experiences that are tailored to meet children's individual needs
- improve the range of resources and positive images of disability and provide support so children learn to respect and value differences, helping them to develop positive and caring attitudes towards others

The leadership and management of the early years provision

The new management team have begun to implement changes to the settings and address weaknesses, for example undertake Early Years Professional Status training which involves observing the practice in each play room in order to make improvements. All policies and procedures are being updated and parents

questionnaires have been sent out, therefore inviting parents to comment about the service offered. Also a Wow board has been displayed especially for parental feedback and staff to update what's going on in the nursery. All staff have undergone suitability checks and have a satisfactory understanding of safeguarding procedures; this supports the well-being of children. The provision are also putting into place new strategies for ensuring the suitability of staff. Daily risk assessments, CCTV and appropriate staff deployment and supervision of children helps to ensure children are safe and secure at all times. Children learn about safety during everyday routines and behave well, they learn to share and take turns when playing in the secure outdoor area. Parents are offered an appropriate range of information about the setting and all policies and procedures are being updated for them in the parents information booklet, staff have developed warm professional relationships and speak to parents daily, younger children's daily routine is recorded and offered to parents. Parents are able to view and discuss their child's individual records, although these are not always up to date and show developmental achievements. Children with additional needs are supported well and close working relationships with outside agencies as well as parents ensures individual needs are met. Children learn about hygiene as they are encouraged to wash their hands before and after eating, and staff wear disposable gloves when changing nappies and handling food. Children are offered a healthy range of foods and drinks and enjoy sitting together with staff at lunchtimes in the new dining hall, which is spacious and bright. This supports children's social skills and they can meet up with younger or older siblings as well as becoming familiar with children not in their age groups.

The quality and standards of the early years provision

Children make steady progress towards the early learning goals and have access to a suitable range of play resources as well as having plenty of space to play. Most age groups have at least two play spaces in each room, this supports children's choice and develops independence. Staff show a satisfactory understanding of how children learn, however, do not use vocabulary and discussions with individual children to help them progress in their learning. Observations and assessments are not consistent and there are gaps in months where no progression has been recorded, also planning does not take into consideration children's individual learning and topics do not consistently address incorporating diversity in everyday play and topics. Children do have access to some play resources promoting the wider world and are involved in celebrations and festivals and menus do include a variety of foods from other countries. Children enjoy using the computer, developing keyboard skills and hand-eye coordination, they also handle musical instruments and younger children play with programmable toys. Children handle natural materials such as sand and water and enjoy painting on the easel, promoting their creativity. Children listen to stories and understand print carries meaning, they are confident to speak to each other and staff as they play, having built happy relationships with each other. Children enjoy the outdoor garden, which is safe and secure, children are confident riding bikes and wheeling cars, they climb, jump and run with skill. Younger babies promote their physical development by having plenty of space to move freely and use push and pull toys to aid walking. Children learn to count during board games and activities, they

complete puzzles and construct using their imagination. Children take part in role play by dressing up in a variety of costumes and sing during the session in groups, they draw and stick showing confidence. Younger babies are happy and engaged in play and have built strong relationships with staff, they enjoy sitting in small groups at lunch time eating vegetable pasta and yogurt; the environment for the younger babies is bright and spacious, they can watch the older children in the garden from the windows which they enjoy doing.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met