

Lilliput Lodge Children's Day Nursery Ltd

Inspection report for early years provision

Unique reference number	EY227003
Inspection date	21/01/2010
Inspector	Permjit Tanda
Setting address	Lilliput Nursery, Thimblemill Road, SMETHWICK, West Midlands, B67 6NR
Telephone number	0121 420 4080
Email	
Type of setting	Childcare on non-domestic premises

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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.

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Description of the setting

Lilliput Lodge Children's Day Nursery opened in 2002 and operates from five areas in a single storey converted building in Smethwick. There is an enclosed outdoor play area. The nursery serves the local community and surrounding areas.

The setting is registered to care for a maximum of 50 children in the early years age group at any one time. There are currently 61 children on roll. The nursery is open each weekday from 7.30am to 6.00pm throughout the year except bank holidays and two weeks at Christmas. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary part of the Childcare Register. The setting is in receipt of funding for the provision of free early years education to children aged three and four-years-old. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery employs 25 members of staff of whom most hold an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Well-developed knowledge of each child's individual needs ensures that staff promote all aspects of children's welfare and learning with success. Staff plan and provide a broad range of activities and experiences of which most are challenging and enjoyed by the children. Provision for children's health, emotional well-being and helping them make a positive contribution is excellent. All children show a strong sense of security within the setting and are kept safe, secure and fully safeguarded. Effective partnership with parents and other agencies contributes significantly to ensuring that the needs of all children are very well met and they receive any additional support they need. Regular self-evaluation ensures that any priorities for future development are identified and acted on, resulting in a service that is responsive to the needs of all its users.

What steps need to be taken to improve provision further?

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

- develop further the planning to ensure the learning intention of activities is clear, to help fully exploit the learning potential of activities.

The effectiveness of leadership and management of the early years provision

There are clear policies, strategies and procedures in place to ensure the safeguarding and welfare of children. All staff understand their role and responsibilities in relation to safeguarding children. There are effective procedures in place to ensure adults caring for children or having unsupervised access to them

are suitably qualified and experienced. All records policies and procedures required for the safe and efficient management of the service and to meet the needs of all children are in place and regularly reviewed. A well motivated staff team give good priority to keeping children safe through robust written risk assessments of the environment indoors, outdoors and when the children are out on outings. The setting is effectively led and managed by the person-in-charge and the deputy, who have clear roles and responsibilities and are actively involved in the smooth running of the nursery.

Adults' good knowledge of the learning and development and welfare requirements and the Early Years Foundation Stage Practice Guidance helps promote children's learning and development. An interesting, well equipped and welcoming environment successfully reflects most children backgrounds and the wider community. The outdoor area is particularly well-resourced and imaginatively laid out, with children's learning creatively planned for. All adults are deployed well to support children's learning and welfare. Activities are planned to ensure children are suitably challenged and based upon accurate observations and assessment but on occasions the learning intention of activities is not always clear and the experience not fully exploited.

The nursery builds good foundations for future success in the care and education of children. They employ a whole setting approach and work collaboratively as a team and actively sought the views of parents. They recognise the value of continuous quality improvement through self-evaluation and informed discussion to identify the strengths and priorities for development that will continue to improve the quality of provision for all children.

Partnership with parents and carers are very well established and ensures each child's needs are met. Parents receive detailed information about the early years provision and its policies. They are kept well informed about the children's achievements and progress and are actively encouraged to be involved in supporting their children's learning and development. This two-way flow of information means staff can build close relationships with parents and can offer advice and support on how best to support their children's learning. Partnerships with other agencies are effectively established to help support children with additional needs.

The quality and standards of the early years provision and outcomes for children

Children are welcomed into a learning environment indoors and outdoors, that encourages a positive attitude to learning through providing a rich and stimulating range of experiences. Competent, qualified and experienced staff work well together to support the children's learning through planning around the six areas of learning, which contributes to children making good progress towards early learning goals. All children, including babies, make good progress in their learning in relation to their capabilities and starting points.

The strong emphasis on the children's personal, social and emotional development

means all children develop close relationships which are warm and caring. They develop a positive sense of themselves and others and easily express their ideas and feelings. Children work exceptionally well independently and with their peers, as they freely move around both indoors and outdoors. They show an excellent awareness of responsibility within the setting as they quickly help tidy up, take care of the environment and take on additional roles such as being the librarian and paint monitor for the day. There are high expectations of behaviour and children develop good habits due to the constant praise and encouragement they receive.

Children's communication language and literacy is supported well. The environment incorporates early writing skills through everyday play and activities both indoors and outdoors. A wide selection of books incorporated in the book area and regular story and singing sessions gives children daily opportunities to share and enjoy books, music and songs. An environment which is rich in print helps children learn the print carries meaning. Children benefit from time to develop spoken language through sharing conversations both one-to-one and in small groups and between the children themselves.

The children's knowledge and understanding of the world is supported well to help them make sense of the world. Children benefit greatly from the grounds of the nursery and its location as they explore and investigate the natural environment. A new nature hut, which allows children to observe birds and animals by using binoculars without disturbing the wildlife, has sparked a real interest with the children. Children engage in a good range of meaningful experiences in which they encounter creatures, people, plants and objects in their natural environment and real-life situations. A developing emphasis on children learning about caring for their environment and recycling, means children have opportunities to collect rain water and use it to water the plants and learn about the compost heap. Children are introduced to a range of cultures and religions through stories, music, dance and foods and a variety of resources in their play.

Children's problem solving, reasoning and numeracy is building well as they seek patterns, make connections and recognise relationships through finding out about and working with numbers, counting, sorting and matching. They enjoy a wide range of experiences to express their creativity through experiencing a variety of painting techniques, using a range of arts and crafts and using their imagination during role-play activities.

Children behave in ways that are safe for themselves and others and are developing an understanding of dangers and how to stay safe. Older children show an excellent understanding of healthy eating. All children are provided with well balanced, healthy and nutritious meals, snacks and drinks, which are freshly prepared on the premises. Children have innovative opportunities to engage in a wide range of physical activities daily and also benefit from weekly football, dance and yoga sessions. This helps children develop a positive approach to taking exercise and adopting a healthy life style. They successfully develop skills that contribute to their future economic well-being through making good progress in their communication, language, literacy and problem solving, reasoning and numeracy skills and through demonstrating an understanding of the wider world

through their play and communications.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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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