

Lilliput Pre-School

Inspection report for early years provision

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Inspector David Shepherd

Setting address Drybread Road, Whittlesey, Peterborough, Cambridgeshire,
PE7 1XJ

Telephone number 01733 206880

Email

Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 Pre-School is a privately owned pre-school. It opened in 2000 and operates from a mobile building situated in the grounds of Alderman Jacobs County Primary School in Whittlesey, Cambridgeshire. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open each weekday from 9.00am to 11.30am and 12.30pm to 3.00pm for 47 weeks of the year. All children share access to a secure enclosed outdoor play area. They have access to the school playground and school field. Disabled access is via a ramp to the rear door. There are currently 41 children aged from two to under five years on roll, all of whom are of Early Years Foundation Stage age. Some children receive funding for early education. Children come from a wide catchment area. The pre-school currently supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery employs five members of staff. Of these, four hold appropriate early years qualifications with the other member of staff studying to gain an early years qualification. All staff hold paediatric first aid qualifications and are Criminal Record Bureau (CRB) checked. Links with local schools are good. The pre-school is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision meets the welfare needs of children well and their learning development needs satisfactorily. The pre-school is a happy place and children enjoy the activities provided for them. The staff know the children well and cater well for their needs, including those with special educational needs and/or disabilities. The owner and staff have a satisfactory capacity to improve provision further.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- review the risk assessments of equipment annually and check the damage to toys and furniture daily 30/11/2009

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

- ensure children have more opportunities for outdoor activities on a free flow basis
- ensure children's progress under the six areas of learning is assessed and recorded

The effectiveness of leadership and management of the early years provision

Procedures for safeguarding are satisfactory. The owner and staff have developed an appropriate range of useful policies and established procedures that promote the safe and efficient management of Early Years Foundation Stage provision. The premises are secure and in good condition. Children are supervised by appropriately qualified staff who ensure good levels of care and support to all children, including those who have special educational needs and/or disabilities and those with English as an additional language. Staff take steps to reduce the spread of infection by ensuring the toilets are kept clean and children wash their hands after going to the toilet. Tables are wiped with anti-bacterial wipes before snacks, as are children's hands. Children's behaviour is managed well. Risk assessments on equipment are carried out but not regularly enough. Risk assessments on toys and furniture are not carried out on a daily basis to check for any damage that may have occurred during the previous day.

Staff discuss each day how well the children are responding to what is provided for them. They meet formally every two weeks to review provision and reflect on how it could be improved. However, the owner and staff have not used guidance from the local authority or nationally in order to review all aspects of provision. This is preventing them from embedding ambition and driving improvements. The overall quality of self-evaluation indicates that the capacity to improve is satisfactory.

Staff are deployed well. Each acts as a key worker for groups of children. Key workers know their children well and assess and record the progress the children in their group are making. This though does not always include all six areas of learning in a systematic way. Resources for inside activities are plentiful, appropriate for the ages of the children and in good condition. Not enough resources, such as ride-on toys and bikes are provided for outside activities.

All children are included in activities and are encouraged to do so by staff who keep an eye on what each child is doing. The needs of all children, including those that have special educational needs and/or disabilities and those for whom English is an additional language, are met well and detailed records are kept of their progress.

Links with parents are satisfactory. Registration procedures are good. Parents provide all the information necessary to promote the safety of their children. An introductory meeting is held for new parents that includes information about provision for their children. Monthly newsletters, written in an easy-to-read style, keep parents informed about the activities of the pre-school. Parents can stay during any session to understand more fully the provision for their children. Staff chat with parents at the beginning and end of sessions.

Links with the neighbouring schools are good. Staff discuss what children have achieved with the appropriate Reception class teacher upon admission to school.

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

Provision for children's welfare is good. Relationships between staff and children are good and this helps children to feel secure. Children learn in a safe and secure environment. This encourages them to respond eagerly to the staff, especially to their key workers. All staff are first aid trained so that they can deal appropriately with any minor bumps or scratches that may occur.

Children eat their healthy snacks sensibly, sitting around tables. This encourages them to have conversations with each other and adults. They drink water at any time they wish. They move around the room as they change from one activity to another. However, on occasions this is not the case when children sit listening to adults for too long. During the inspection, this occurred during registration, the demonstration of making bird food, eating a snack and listening to a story. These activities followed on from each other and lasted for 45 minutes in total. This did not give the children enough opportunities to be active learners. In addition, provision for outside play is a weakness. There are limited opportunities for free choice for outside play as well as too few ride-on toys and bikes to promote children's physical development. There are no opportunities for outside play on a free-flow basis.

Children play happily with toys and equipment. They get on well together, for instance, when chatting during their snack time, when listening to stories or playing with small toys and construction blocks. The learning environment is good. Key workers compile a useful portfolio of children's achievements. This consists of photographs as well as comments from staff. These are given to parents when children leave. However, these portfolios are not sub-divided into the different areas of provision for children of Early Years Foundation Stage age and it is difficult for the staff and parents to identify the achievements of children and the progress they are making under these areas.

Children tidy up their toys and apparatus well for their age after playing with them. They behave very well and respond well to what they are asked to do. Good opportunities are provided for children to develop their speaking and listening skills. They follow stories in books and learn to use crayons, pencils and brushes to understand that marks on paper have meaning. Good opportunities are provided for children to play with computerised games and learn how to use a computer. All this makes them good early learners and helps to prepare them for the next stage in their schooling.

Provision for children's learning development is good. The indoor learning environment is stimulating, interesting and varied. During the inspection, children were engaged in a variety of activities such as knocking down skittles, imaginative play with toys around a hospital, counting beads and learning numbers from toys. One particularly enjoyable moment was when children sang 'Five little ducks went swimming one day' and performed some actions to the words. A group of children collected some twigs and horse chestnuts from the outside area and grouped them together on a tray. However, not enough opportunities are provided for outside

activities to promote their physical development. Overall, all six areas of the Early Years Foundation Stage provision are included but to varying degrees. Children have good opportunities to choose their own activities as well as being directed by staff to carry out tasks together.

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	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
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