

# Lilliput Farm Day Nursery

Inspection report for early years provision

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**Unique reference number**

205226

**Inspection date**

15/04/2010

**Inspector**

Rebecca Johnson

**Setting address**

1 Dunhampton Farm Cottage, Dunhampton, Nr Stourport,  
Worcs, DY13 9SW

**Telephone number**

01905 620708

**Email**

**Type of setting**

Childcare on non-domestic premises

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

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Lilliput Farm Day Nursery opened in 1993. It operates from four rooms in a detached property in Dunhampton near Ombersley, Worcestershire and is privately owned and managed.

A maximum of 36 children may attend the nursery at any one time. It is open each weekday from 8:00am to 6:00pm for 51 weeks of the year. It closes for one week over the Christmas holiday period. All children share access to a secure enclosed outdoor play area which includes a separately fenced pond and conservation area.

The setting is registered to care for 36 children in the Early years age range. There are currently 85 children on roll who attend for a variety of sessions. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the childcare register.

The setting employs 15 members of staff 13 of whom hold an appropriate Early years qualification. The setting is a member of the Pre-school Learning Alliance and the National Day Nurseries Association. The nursery is an active member of a local nursery education support group and has close links with the nearby Sytchampton Endowed First School where its out-of-school club is also based.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The setting is beautifully located and has a wonderful ethos which provides children with a homely and friendly child centred environment. Children are offered an excellent range of innovative learning experiences which capture their imagination and support their learning very effectively, ensuring they make excellent progress towards the early learning goals, given their age, ability and starting points. Practitioners are well qualified and totally committed to ensuring that the unique needs of each child are identified and met. Excellent partnerships with the parents and outside agencies have been developed. Practitioners have a clear vision for the future to ensure that continuous improvement is sustained.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- developing further the quality and improvement processes to monitor and evaluate the strengths and weaknesses of the provision.

## **The effectiveness of leadership and management of the early years provision**

Practitioners are diligent in child protection matters and their in-depth knowledge and understanding of safeguarding policies and procedures ensures that children are fully safeguarded. Efficient systems are in place for managing the recruitment and retention of staff and to check their suitability. The premises are warm and welcoming. Risk assessments which cover all areas, equipment and outings enable children to safely enjoy a wealth of activities whilst developing their knowledge of using equipment safely and taking controlled risks. In-depth documentation enhances the excellent practice and ensures the safe and efficient management of the provision.

Practitioners are dedicated, enthusiastic and work very well together to create a safe and totally child centred environment for all children. They are well qualified and high priority is given to developing their knowledge and expertise through training. The provider is passionate about the ethos of the setting and has clear values which are reflected within the daily routines and respected both by practitioners working at the setting and parents. She is totally committed to continuous improvement and the capacity for this is excellent. However, formal systems to monitor and evaluate the practice within the nursery and to include everyone working in the setting in this process are yet to be fully implemented. The effective deployment of practitioners and resources ensures that children are well supervised and supported at all times and enables them to safely and independently select activities for themselves. Equality and diversity is actively promoted within the setting to help children to develop an awareness of the society they live in. Children are valued as individuals and this is reflected in the respect they have both for themselves and their peers.

Partnership working throughout the setting is exceptional. Parents are welcomed at any time and information is shared daily to develop consistency and trust between home and the setting. The use of notice boards informs parents of activities that children have enjoyed during the day and how these can be extended at home. Parent's comments are extremely positive. They state that they find the setting friendly, that practitioners are professional and that all children are treated as individuals. The setting works closely in partnerships with other agencies and professionals to ensure children's individual needs are fully supported.

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

Children are encouraged to be active learners and are excited and motivated to take part in the activities provided for them. Every child is recognised as an individual in their own right and activities reflect this as they are encouraged to develop self-esteem and confidence in their own abilities. For example, the early morning session in the Pre-school room and the use of the soft play blocks to build houses aims to promote children's self help and thinking skills as they work

together to find solutions to a task. The general ethos is that the starting point of each child's education is what they can do not what they cannot do and this is used to support children to develop to their full potential.

Children are making exceptionally good progress in all areas of learning and development with the support of experienced, dedicated and enthusiastic practitioners who provide a range of innovative and stimulating activities and fully understand children's development. Planning and assessment processes in line with the Early Years Foundation Stage framework have been implemented to ensure that all areas of learning and development are covered. Observation, comparing children's self portraits and children's personal choices are used to identify children's next steps and develop planning. This ensures that all children enjoy, achieve and move forward at a pace suitable to their individual needs.

The nursery is totally child orientated and practitioners strive to ensure that children have fun and enjoy all aspects of their time in the setting. Babies and younger children delight in heuristic play and enjoy discovering new textures. They laugh excitedly as they throw and slide in rice crispies, make patterns in cornflour gloop and explore feely socks which have been filled with a variety of objects such as cotton wool, soap, dried pasta and beans. Older children learn basic skills such as cutting through innovative activities. For example they have grown grass from seed and take great delight in giving it a "hair cut". Children work exceptionally well together to solve problems such as puzzles and proudly tell practitioners when they have completed them saying they have done a little bit each till it was finished. Children are encouraged to solve problems for themselves, for example, when trying to fit a carrot for the guinea pig through a smaller mesh hole and when thinking how a sticker which had come slightly away from the wall could be fixed.

Outdoors is seen as an extension to learning as children develop physical skills as they climb on a tractor, balance on logs and tyres or use equipment such as bikes, slides and climbing frames. Their enjoyment of outdoors is further enhanced as they feed the rabbits and guinea pigs or visit the farm to see the animals that live there. They are beginning to understand the importance of being healthy as they grow vegetables in the garden to eat for tea. They know that exercise is necessary to grow strong muscles and they learn how to brush their teeth properly with the aid of a large set of play teeth and a toothbrush.

Children's behaviour is exemplary and practitioners have high expectations to develop and support this. They act as positive role models as they foster children's self esteem and offer praise and encouragement at all times. Children learn good manners as they say please and thank you appropriately, learn to share toys and to take turns. The setting is wholly inclusive and all children are integrated and included in activities. Children with additional needs are supported by experienced practitioners who work closely with other professionals to ensure that their needs are consistently met. Children learn about their own community and the wider world through a wide variety of activities and older children are able to use many different languages to say good morning, please and thank you. Children are beginning to understand about staying safe as they practise evacuation procedures and learn how to use equipment safely. The support and care they receive from

practitioners and the bonds they are forming with them enable children to feel secure and safe in their environment.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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	1

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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