



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 122480

DfES Number: 525747

INSPECTION DETAILS

Inspection Date	17/02/2004
Inspector Name	Linda Close

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Lilliput Childrens Centre
Setting Address	Burwood Road Hersham Green Walton-on-Thames Surrey KT12 4AA

REGISTERED PROVIDER DETAILS

Name	The partnership of Mr Anthony Cunningham & Mrs Phylleen Cunningham
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ORGANISATION DETAILS

Name	Mr Anthony Cunningham & Mrs Phylleen Cunningham
Address	Burwood Road Walton-on-Thames Surrey KT12 4AA

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Lilliput Children's Centre in Hersham was registered in 1992. It has sole use of a single storey building that was formerly a school. The building is located on a residential road close to the centre of Hersham village in Surrey. It is one of three nurseries owned by the same proprietors. The nursery is registered to provide full day care for children up to 5 years of age and it serves families living in and around Hersham. It is open from 08:00 to 18:30 every weekday throughout the year closing only for Public Holidays and for one week between Christmas and New Year.

Children are grouped in base rooms according to their age. They also have access to a hall and an enclosed outdoor play area for vigorous play. In addition there is an outdoor swimming pool within the grounds. Thirty-nine three-year-olds and six four-year-olds are in receipt of nursery grant for foundation stage education. A small number of children in the pre-school group are learning English as an additional language. There are no funded children in this group who have identified special educational needs. Five members of staff work directly with the pre-school children in three group rooms. Most of the staff hold appropriate qualifications in early years education and childcare. Staff from the local Early Years Partnership visit to advise. A chef and kitchen assistants prepare meals on site and there is a full time office administrator. Peripatetic teachers visit to teach extra curricular subjects including dance, swimming and sports skills.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The educational provision at Lilliput Children's Centre is acceptable and of good quality. Children are making very good progress towards the early learning goals for personal, social and emotional development, mathematics, physical development and creative development. They are making generally good progress in communication, language and literacy and knowledge and understanding of the world.

Teaching standards are generally good. Staff observe and note children's progress in order to complete assessment documents. They use the information well to plan so that children continue to move forward in their learning. Activities are adjusted to meet the needs of 3 and 4 year olds. Staff ensure that a regular routine is followed in the nursery so that the children feel secure. Time for quieter activities is interspersed with more vigorous play. Children learning English as an additional language are given valuable support and they are gaining fluency. Staff manage children's behaviour very well. Staff are confident in their knowledge and understanding of most aspects of all six areas of learning although not fully conversant with suitable methods for developing early writing.

Leadership and management of the setting is generally good. The manager keeps in close contact with all of the base rooms and ensures that she has first hand knowledge of children's progress and wellbeing. She constantly reviews the provision in the nursery and welcomes advice from outside agencies. She actively supports staff training and professional development. Monitoring has not identified shortcomings in writing activities or limitations in equipment for information and communication technology.

There is a very good partnership with parents and carers. Ample good quality information is provided via newsletters and notices. Staff and parents share what they know about the children. Staff tell parents how they can extend children's learning at home.

What is being done well?

- Behaviour management is very good. Staff ensure that children know what is expected of them. They are firm but kind and the children respond well to their guidance. The children are lively and well behaved.
- The manager's ensures that she has personal knowledge of the welfare and progress of every individual child in the nursery. Her ability to converse knowledgeably with parents is much appreciated.
- Children's counting skills are developing well. They count often in everyday situations using real objects and they frequently count in songs and rhymes.

- Children are gaining good control and accuracy using crayons, scissors and construction toys.
- Children's creative development is nurtured in the pre-school. Displays of their art work enhance the learning environment.

What needs to be improved?

- The development of children's early writing skills in play situations.
- Access to information and communication technology to support children's learning.

What has improved since the last inspection?

Very good progress has been made in addressing the four key issues for improvement identified at the last inspection. Staff were asked to give children access to a greater quantity of books. Children choose from a wider selection of books that are changed often to maintain their interest. Staff were asked to develop a system of storing planning and assessment documents which would be more easily accessible. Assessment and planning documents are now stored in open bookshelves for easy access.

Staff were asked to give children more opportunities to count everyday objects using mathematical language. Children are now encouraged to count in play and daily routines as well as counting in planned tasks. Staff agreed to give parents opportunities to contribute to their child's assessment. Parents are now encouraged to discuss assessment and progress with the staff.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are supported sensitively when parting from parents. Settling in procedures for new children are very good. The children enter the setting with confidence, are happy to join their friends and are keen to take part in activities. Any minor disagreements are handled well by the staff. The children relate well to adults, take turns with favourite toys and get along well with other children. They are gaining independence at meal times and in matters of personal hygiene.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children listen well to skillfully told stories and at circle time. Staff extend the children's vocabulary very well introducing words such as tiptoe, crawl, rough, smooth and hibernate. Children are engaged in worthwhile conversations with staff and they are developing fluent speech. A commercial scheme is used well to introduce the sounds and shapes of letters. There is insufficient emphasis on promoting children's early writing skills in play situations.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Numbers are used as labels around the rooms and the children are able to recognise figures with growing confidence. Number songs and rhymes are used well to teach basic counting skills. Simple practical problems are solved by the children using their growing knowledge of number. Planned activities and everyday talk about shape, size and quantity develop children's understanding and vocabulary. They learn positional language such as 'between', 'on' and 'beside' through play and conversation.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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The children are curious and they enjoy investigating and exploring a worthwhile range of materials and objects such as magnifying glasses and magnets. Staff interact well with the children in designing and building activities. Well chosen topic work helps children to understand the passage of time and the changes that occur in nature. They learn about the local area through walks. Children do not have access to information and communication technology to support their learning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

The children are developing good manipulative skills through playing with construction toys, rolling and cutting dough and through drawing and using scissors. Regular time each week is set aside for children to develop their skills in using large equipment for climbing and balancing. They regularly use wheeled toys which helps them to gain an awareness of space and obstacles. Staff help the children to understand the importance of good hygiene.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children explore a good range of materials and media. Staff encourage the children to produce work using their own ideas and imagination. The children's work is colourful and displays make the rooms attractive. The children thoroughly enjoy singing and making music. They take part in imaginative role play with scenarios that are changed to match the current topic. Staff plan activities that appeal to all of the children's senses.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Place greater emphasis on encouraging children to make their first attempts at writing in play situations;
- provide opportunities for children to use information and communication technology to support their learning.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.