



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 316017

DfES Number: 585263

INSPECTION DETAILS

Inspection Date 08/03/2005
Inspector Name Verlyn Ulanda Blake

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Lilliputs Day Nursery
Setting Address 226 Bolton Road
 Westhoughton
 Bolton
 BL5 3EF

REGISTERED PROVIDER DETAILS

Name Mrs Gillian Green

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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

Lilliputs Day Nursery has been registered since 1998. The nursery operates from a converted school building. It is situated in the residential area of Westhoughton in Bolton.

Local bus and train stations are nearby with a library, shops, parks, leisure centre, tennis court and schools within walking distance.

The nursery is open from 07:30 to 18:00, Monday to Friday for 51 weeks of the year, and serves the local community and surrounding areas.

There are 64 children on roll who attend on a full and part time basis, of these 27 are in receipt of nursery education funding.

The provision supports children with English as an additional language and children with special needs.

The nursery provides childcare from five rooms on the ground floor. There is a children's bathroom, kitchen, staff room and adult toilet also on the ground floor. The Office is located on the first floor.

There are fully enclosed outdoor play areas with impact absorbing surface available for outdoor play.

There are 20 staff, of whom 17 work directly with the children. The manager holds a BTEC qualification and NVQ level 4 qualification. The Deputy is NNEB qualified and also has an NVQ 4 qualification. Of the other staff nine hold NVQ 3, BTEC or NNEB qualifications, seven are qualified to NVQ 2 of these six are working towards an NVQ 3 qualification and one is employed as a nursery assistant.

The nursery receives support from Pre School Teaching support, the Special Educational Needs Co-ordinator and the Early Years Development and Child care Partnership.

How good is the Day Care?

Lilliputs Day Nursery provides good quality care for children. The environment is child friendly, warm and welcoming. The overall organisation of the nursery is excellent. The manager and staff access training on an ongoing basis to update their knowledge and expertise of current childcare practices. The range of furniture in place allows staff and children to work together in comfort, however there is a limited range of domestic style furniture available within the baby room. Records, policies and procedures are concise and reviewed on a regular basis, although storage of medication records at times compromise confidentiality.

Staff are vigilant about children's safety and welfare at all times. High standards of hygiene are maintained within the setting. Children are provided with a well balanced diet. Their individual needs are well understood and appropriately met. They learn about other cultures and beliefs in fun interesting ways. They are well behaved supported by the staff's consistent approach to behaviour management. Staff have experience of caring for children with specific needs and a good understanding of their duties with regards to child protection.

Children are settled, happy and confident in the nursery. Activities provide children with the opportunity to develop in all areas. Toys and play materials are in good condition and meet the varying needs and abilities of children attending. Children have access to a wide range of stimulating toys and well planned activities indoors and outdoors on a daily basis. Staff ask children questions to challenge their thinking. They listen to them, respecting their view, responding to children with warmth and interest.

Parents are welcomed at the provision and have access to written information about the way in which the provision operates. There are effective systems in place to ensure that good exchange of information takes place formally and informally.

What has improved since the last inspection?

At the last inspection the provider agreed to provide written proof that all staff have been vetted and approved suitable to work with children, keep and maintain a record of any incidents informing the parents on the day and include the name and address of the regulator on the complaints procedure.

All of the above actions have been satisfactorily completed. All staff have been vetted and approved suitable to work with children, records of all incidents occurring on the premises are maintained and the regulators address has been included on the settings complaints procedure.

Resulting in children being cared for by suitably vetted staff and parents receiving good quality information about the setting, its policies and procedures.

What is being done well?

- Children are independent confident learners. Babies are happy and

contented and access a full range of resources available to other children across the nursery. The children in the toddler room access a full curriculum based on the birth to three matters framework.

- There is excellent organisation of the nursery, the policies and procedures. Staff regularly access training. The knowledge gained on training courses is used by the staff group to constantly improve the service offered to parents and their children.
- Staff plan and provide a range of activities and play opportunities in fun, stimulating, interesting ways, which helps to develop children's all round development and progress. Outings of the premises are developed into positive learning experiences for children.
- Children's individual needs are well understood and consistently met by staff. Children are encouraged to treat each other with consideration, to play co-operatively and to share. Children engage in activities designed to raise their awareness of issues of diversity.
- Partnership with parents is well developed, encouraged and valued which has a direct and positive impact on the ways that children learn and develop.

What needs to be improved?

- the ventilation within the toddler room and confidentiality with regards to the storage of medication records
- the provision of domestic style furniture

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
4	Ensure that medication records are stored confidentially.
5	Ensure that sufficient/suitable domestic style furniture is available to meet the need of babies to aid their mobility.

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

How effective is the nursery education?

Provision at Lilliputs Day Nursery is of high quality where children make very good progress towards the early learning goals in all areas of learning.

The quality of the teaching is very good. Staff create an organised, stimulating learning environment. Effective teamwork and communication takes place. Staff are enthusiastic and provide an innovative programme of activities to maintain children's interest and develop their learning and progress in all areas. Toys and resources are accessible and clearly labelled. Staff have a secure understanding of the early learning goals and stepping stones this is used to inform teaching practices, planning and assessment systems, however children's progress cannot always be clearly tracked. Positive, trusting relationships are established with children which allows them to feel secure and confident within the provision. Staff have high expectations for children's behaviour, as a consequence of a consistent approach and good role modelling behaviour children's behaviour is very good. There are effective systems in place to support children with special/individual needs.

The leadership and management of the nursery is very good. The proprietor and managers are dedicated and clearly value staff and children. They are receptive to new ideas and show a commitment to continuous improvement of the nursery. Effective systems are developed for assessing their strengths and weaknesses. They have a clear focus, regularly reviewing and evaluating their own performances. Staff commit to ongoing training in order to further enhance the curriculum. Staff welcome and appropriately use the guidance and support from professional agencies.

Partnership with parents is very good. Parents are provided with high quality written and oral information about the nursery and its provision. Parents are kept up-to-date with their children's progress through reports. Parents are happy with the support individual children receive.

What is being done well?

- Children are confident, interested and able to work on their own or with each other. Positive relationships are established with staff. Children's language is well developed. There are many confident speakers who speak clearly and fluently, as a result of the staff's consistent interest and engagement in their play and conversation.
- Children are confident writers and write their names and many labels and captions used within the environment. They have good mathematical problem solving skills.
- There are good opportunities for children to learn about the world in which they live, learn about different countries and taste foods from different

countries. Their physical skills are well developed as is their imaginative skills.

- Staff are committed and enthusiastic. They provide many stimulating and innovative ways to maintain children's interest and support their learning and development in all areas of the curriculum.
- The leadership and management of the setting is very good. Excellent organisation of the nursery along with the well documented policies and procedures of the nursery gives clear guidance to all staff and good information for parents. The management team is fully committed to developing and providing good quality educational provision for all children.

What needs to be improved?

- the system to track children's progress

What has improved since the last inspection?

Very good progress has been made in response to the three key issues raised at the last inspection which were to:

Continue to evaluate and develop planning to ensure that it identifies what children are intended to learn from activities as well as what they will do.

Staff have devised and implemented new planning sheets which states the aim of the activity and the individual assessments completed on children inform what children will do, dependant upon their ability and stage of development.

Ensure that all aspects of physical development are included in the planning on a regular basis. Indoor and outdoor physical play sessions are planned on a daily basis including clear learning intentions.

Implement plans to develop multi cultural dressing up clothes and provide more challenging climbing equipment.

Staff have visited shops, multi cultural resource centre, consulted with parents and made ethnic costumes to build on the multi cultural clothes available. Larger climbing equipment has been purchased.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are well behaved. They have a good understanding of the nurseries boundaries and rules. Such as a child who reminds a member of staff that she should have an apron on whilst serving meals. Children form good relationships with staff and relate well to peers. They show an awareness of their own needs and those of others, they share, wait and take turns. They are sensitive to the beliefs of others. Children are well motivated to independently access the wide and varied play opportunities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk confidently and have a wide vocabulary. They engage in conversation with peers, familiar and unfamiliar adults. They listen well and answer questions giving a lot of thought to their answers. They enjoy books, using them as reference tools copying pictures. One child takes a book about India to an adult and asks her if she is from India. They have well developed writing skills, writing their names, labels and captions for the displays. They recognise familiar letters and sounds.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use and understand numbers for counting well. They count up to five confidently and can match numbers to objects. Children use simple addition and subtraction in everyday activities. They have a developing awareness of solving simple problem knowing that if they have five ducks and take three away they have two ducks left. They learn about pattern when playing with the peg and boards making repeating patterns. They learn about shape, size and measure through well planned activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are offered very good experiences to explore their own environment. They respond enthusiastically to visitors and visits to local places of interest. They look at differences and change including planting and watching runner beans grow, and eating the strawberries they have grown. They look at life cycles, explore, experiment and investigate. They learn about the world around them and different beliefs. Many have good computer skills and follow programmes printing their work.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children show good spatial awareness, they negotiate obstacles and are aware of others during their play for example when playing chasing and ring games. Children are developing skills as tool users as they practice with scissors, glue spreaders and pencils. They develop their large muscles on equipment such as climbing frames, slides, bikes obstacles courses. Children learn about their body and the importance of keeping the body healthy and good hygiene.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children access various resources and materials to enable them to freely express their own creativity exploring music, shape, colour and textures. They take part in fruit and food tasting sessions expressing their likes and dislikes. They use their senses to explore a range of media using their feet to create a rainbow describing the paint as feeling cold and squidgy between their toes. They use role play to imagine various scenarios drawing on first hand experiences often imitating adults.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report but consideration should be given to the following:
- developing the assessment system to enable clear tracking of children's progress through the stepping stones towards the early learning goals

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.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.