

Lilliput Childrens Day Nursery

Inspection report for early years provision

Unique reference number EY408101
Inspection date 13/10/2010
Inspector Lucy Showell

Setting address 254 Alcester Road South, BIRMINGHAM, B14 6DR

Telephone number 01214441788
Email alisonlane1@btconnect.com
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 Day Nursery was registered in 2010 and is registered as a limited company. The nursery is privately owned and operates from converted domestic premises. The building is on two levels; access to the first floor is by stairs. Children have access to a secure enclosed outdoor play area. A maximum of 40 children may attend the nursery at any one time and there are 46 children currently on roll. The nursery is open each weekday from 8am until 6pm for 51 weeks of the year. The nursery is registered by Ofsted on the Early Years Register, Compulsory Childcare Register and Voluntary Childcare Register. The nursery has procedures to support children with learning difficulties and/or disabilities, and who speak English as an additional language. The nursery employs eight members of staff, seven of whom hold Level 3 early years qualifications and one who holds a Level 2 early years qualification and is currently working towards the Level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Lilliput Day Nursery provides for happy children in a welcoming and homely environment. Staff have a clear understanding of the Early Years Foundation Stage and sound knowledge of the welfare requirements within. Their partnership with parents and associations with other early years professionals are being developed to ensure all children's individual needs are inclusively and consistently met. Well-written and informative policies and procedures are available and most of the required documentation is in place. Staff are showing some good capacity for continuous improvement as they are beginning to establish some effective methods of self-evaluation and identify future goals.

What steps need to be taken to improve provision further?

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

- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 27/10/2010

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

- develop the systems for observation and assessment to enable parents' comments to be incorporated.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of child protection procedures and secure knowledge of reporting concerns and dealing with allegations. This is supported through clear and detailed information written in-line with the current guidance, including required contact details, and is available for parents and visitors. Robust recruitment and vetting systems are in place to ensure all people working with the children are suitable to do so. Records of the staff show valuable information regarding training, experience and qualifications. Written risk assessments are in place for generic incidents, although the record of the checks carried out is not maintained. Fire detection equipment is available, evacuation procedures displayed, and regular evacuation drills have been carried out to ensure children and staff know what to do in the event of a fire.

The leadership, management and staff structure is developing well to promote efficient team work. Valued staff have worked hard with new enthusiasm and are beginning to establish roles and responsibilities to ensure children's needs are met. The staff recognise the importance of continuous quality improvement and have taken on board advice from local authority early years consultants and advisory teachers. For example, room layouts have been discussed and methods of planning and assessment have been adapted. Effective progress has been made to improve the outcomes for children and some initial areas for development have been identified. The nursery is developing their resources well. They have accessed some new equipment and make good use of the resources available from another setting within the organisation.

The nursery staff are welcoming to parents and other carers and the key person system enables information to be shared on a daily basis. The staff are thinking of ways to involve parents more within the nursery by inviting them to join in sessions to share their expertise and by sending out questionnaires in varied formats to gain opinions and ideas for development. The nursery provides for families from a varied community and some efforts are being made to draw on the many rich cultural, ethnic and socially diverse elements of their local environment. Colourful displays welcome people in various languages and annotated photographs of the children enjoying their day show positive attitudes and help children and families to recognise that they are valued. The nursery do not currently care for children with English as an additional language, special educational needs and/or disabilities or children who attend other early years provision. However, they fully understand the importance of partnership working should the need arise.

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

Children happily enter the nursery greeting each other as they arrive and receiving a friendly welcome from the staff. Good health is encouraged as children enjoy freshly cooked and nutritious meals, snacks and light teas prepared by the nursery

staff. Individual dietary requirements are adhered to and free access to drinks ensures children are suitably refreshed. Children are becoming more aware of their health as they are encouraged to 'catch their coughs' whilst playing and enjoy daily opportunities for fresh air and outside play. Care skills such as washing hands and independent toileting are encouraged and space and equipment is provided for children needing to rest or sleep. There are suitable nappy changing facilities and formula milk drinks, which are provided by parents, are prepared following current health and safety guidelines.

Children are developing good skills for the future as they are encouraged to take some responsibilities. For example, older children are selected to be 'helper of the day' and collect cups after snacks are finished and place used flannels in the laundry basket ready to be washed. Children are encouraged to speak politely, using 'please' and 'thank you' and effective methods of behaviour management have been established as staff reinforce gentle reminders and prompts during play. For example, children are reminded not to stand on the chairs and as a result they are increasingly aware of their own safety. Throughout the nursery sound relationships are being built and as a result children are making good progress in all areas of learning and development. Staff are recognising the benefits of producing learning journals for the children with some lovely observations, assessments, photographs and examples of children's work included. As a result, staff develop understanding of children's achievements and developmental progress, alongside the knowledge of the children's interests and next steps in learning. However, parents have not been fully involved in this process because they do not have the opportunity to incorporate their comments and valuable knowledge of their children. Consequently, staff's true knowledge of the children's starting points may be compromised.

Children's progress is extended across all areas of learning through appropriate questioning and interaction with staff. There are plenty of cuddles for the youngest children and praise and encouragement for those who are more independent. Outside children select from a good range of equipment, take part in ring games and action songs or enjoy local walks to collect leaves to use in an Autumn collage. Inside they enjoy exploring textures such as shaving foam, sensory bottles and treasure baskets. They take turns with favourite resources in the baby room, such as activity toys and building blocks, or simply take time to pull themselves up on the comfy sofa to cruise across and look around. In the little learners room children benefit from manipulating the play dough. They squash it between their fingers and watch as it squeezes out at the end, press their fingers into it making patterns and marks and use cutters to make recognisable shapes. Some pre-school children select paper and pencils to practise their writing and drawing skills, and enjoy looking at books and reading to their friends. They count how many children there are at nursery today so they can calculate how many chairs are needed for everyone to sit at the table. Overall, children are happy and well cared for and are benefiting from the good range of opportunities and experiences on offer.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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	2
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