

Lilliput Childrens Day Nursery Limited

Inspection report for early years provision

Unique reference number

EY408142

Inspection date

15/11/2010

Inspector

Mary Kelly

Setting address

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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 originally opened in 2005 and re-registered as a limited company in 2010. The nursery is privately owned. It operates from a refurbished building and is situated within walking distance of Rubery village, between Bromsgrove and Birmingham. The building is on two floors; access to the first floor is by stairs. Children have access to a secure enclosed outdoor play area. A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. There are currently 55 children attending who are within the Early Years Foundation Stage. Of these, 17 children receive funding for early years provision. Children come from a wide catchment area. The nursery is registered by Ofsted on the Early Years Register, compulsory and voluntary parts of the Childcare Register. The nursery has procedures to support children with special educational needs and/or disabilities, and who speak English as an additional language. The nursery employs 11 members of staff, including the manager. Ten staff hold a Level 3 early years qualification. The nursery employs a cook and a part-time domestic assistant. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and eager to attend this nursery, where they receive good quality care, meet children's individual needs and this enables them to make good progress within the Early Years Foundation Stage. Practitioners work together well as a team and are committed to improving outcomes for children. Inclusion is given good attention, as practitioners endeavour to work very closely with external agencies and support services to gather advice and guidance which enable them to support children and their families. The practitioners demonstrate an excellent commitment to improving their practice, and continue to plan for the future. Annual risk assessments which detail potential risks to children are reviewed, however, on the day of inspection the records demonstrate that they had not been signed off for this year's review. Systems are in place to evaluate their practice, however, this is still embryonic.

What steps need to be taken to improve provision further?

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

- review risk assessments at least once a year or more frequently where the need arises. (Suitable premises, environment and equipment) 01/12/2010

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

- improve the systems for the organisation of the setting to include effective procedures to evaluate the provision and identify areas for improvement, ensuring the views of all service users are considered.

The effectiveness of leadership and management of the early years provision

Good consideration is given to safeguarding as recruitment and vetting procedures include a detailed induction programme and practitioners suitability is checked through Criminal Record Bureau checks. All practitioners have a very clear understanding of the signs and symptoms of abuse and neglect, as many have attended training in this area. They clearly understand the child protection and allegations of abuse policies within the nursery. Children play in a safe environment because practitioners conduct daily visual safety checks in order to prevent potential hazards to the children. There is an annual risk assessment in place, however, on the day of inspection the last review date was not within the last 12 months as required.

Resources are deployed well, because the nursery makes very good use of the space available and utilises this to maximise children's experiences. Good consideration is given to purchasing suitable, good quality furniture, equipment and resources including an interactive smart board. Inclusive practice is well considered as routines are adapted to accommodate children's individual needs. Many cultural festivals and fundraising days are celebrated with the children and they enjoy these. Evidence of recent celebrations for Halloween and Diwali are still obvious within the setting.

The leadership and management of the nursery remain good and although the manager is new to her post she has been successfully supported by the proprietor and the team. Parents speak highly of the setting, and especially acknowledge practitioners dedication with their children and the detailed information exchange. Parents and carers state that they are very happy with the children's progress, which is due to the opportunities they experience whilst at nursery. Policies and procedures give a detailed overview of the day to day running of the setting. Partnerships within the local community are good and the nursery belongs to a local partnership group. They are fully committed to forming links with local feeder schools and encourage visits to the setting for children who are moving on. Evaluation systems are under development to ensure that the views of all service users are taken into account.

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

Children make good progress in their learning and development as they have opportunities to be familiar with choice, variety and sufficient challenge. Practitioners have a good understanding of the Early Years Foundation Stage and enjoy the company of the children. Practitioners engage in discussions with children, are interested in children's opinion and listen attentively. Good

consideration is given to demonstrating progress made by the children. Planning is given high priority, it is flexible and takes into consideration the children's interests and ideas. For example, they have recently incorporated an opticians shop at nursery, as the children were interested in this area. Children's progress is appropriately assessed and observations are effective because practitioners ensure that as much information as possible is gained from parents with regard to children's starting points.

Detailed feedback from parents is also supported by practitioners, ensuring that policies and procedures are adhered to. Parents and carers are able to access their child's profile at formal evenings as well as at opportunities for less formal meetings. They have a detailed information document which is shared with parents, in conjunction with additional verbal feedback. All children are welcome in the nursery and the setting accommodates diverse social backgrounds, cultures and religions. New children are afforded time to settle in sensitively and practitioners are comforting and knowledgeable about the children in their care. The children welcome having adventures with 'Fred the Bear', who they take on adventures at home along with his suitcase. This enables the children to successfully to have a sense of belonging and responsibility.

Children's behaviour is good, as practitioners ensure that they are engaged in a variety of activities. There are many successful methods used within the pre-school room that the practitioners plan to cascade into other rooms, for example, the noise-o-meter and the reward charts and symbols cards. Children have comfortable areas to look at books and they enjoy looking at them freely, as well as taking part in practitioner story telling sessions. Children demonstrate critical thinking and problem solving skills whilst taking part in activities and younger children are able to name shapes, letters and sounds. Children have access to a wide variety of creative opportunities. Children enjoy dance and exercise in the reception area. After this session, they discuss how fast their hearts were beating and how hot and sweaty they feel, this ensures children have a good awareness of their bodies. Overall, children develop good skills which support their future learning in all six areas of learning.

Very good attention is given to ensure children's welfare is met. For example, a signing-in system is used for any visitors. Detailed guidance that relates to sick children and notifiable diseases is in place and reviewed regularly. The majority of staff hold a current paediatric first aid qualification. All documentation which relates to the children is up to date, to ensure that parents and carers are easily contactable in the event of an emergency. Children have a good awareness of their safety whilst in and outside of the building. For example, they know not to push past each other on the stairs and to hold onto the rail. Regular emergency evacuations are held ensuring that the children remain aware of the procedure to keep safe. Excellent hand washing procedures are in place and practitioners ensure that children have an awareness of the importance of hand washing within their daily routine. Excellent procedures are in place for sick and injured children and these are shared with parents. The setting has recently taken part in a survey for the Food Standards Agency to ensure that the nursery provide the best quality, nutritious food for the children who attend. Any recommendations from the Food Standards Agency have been taken on board and the nursery has amended the

menus to reflect this. Drinks are available for all children at routine times and whenever they require. This ensures that the children are well hydrated during the day.

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	1
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