

Lilliputs Day Nursery

Inspection report for early years provision

Unique reference number 316017
Inspection date 08/03/2011
Inspector Janet Singleton

Setting address 226 Bolton Road, Westhoughton, Bolton, BL5 3EF

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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

The nursery is owned by a private provider and was registered in 1998. It operates from a converted school premises in Westhoughton, Bolton. The nursery serves the local area. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. A maximum of 55 children may attend the nursery at any one time. There are currently 81 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 16 members of childcare staff. Of these, five hold appropriate early years qualifications at level 2, and 11 hold qualifications at level 3 or above. The manager has a BA(hons) in Early Years and Education and is working towards the Early Years Professional Status. The nursery receives support from the local authority early years advisor.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Practitioners have a good understanding of the Early Years Foundation Stage to support children in making good progress towards the early learning goals. The learning environment is very safe, and positively promotes diversity, good behaviour and independence. It is well planned with good resources within easy reach of all children being fully inclusive. Good documentation to support the efficient and safe management of the setting is in place. Partnerships with parents are outstanding with them being fully included in the setting. Outstanding quality procedures for evaluating the provision and the managers and supervisors drive and ambition contribute to the significant improvement to the early years provision.

What steps need to be taken to improve provision further?

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

- build upon the good observation and assessment procedure to consistently identify the learning priority for children
- ensure the procedures for health and safety are implemented at all times regarding the children's drinking cups when playing outdoors.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding are good and practitioners understand their responsibility to safeguard children. They are fully aware of the comprehensive supporting policies in place to support and clearly outline the procedures to follow should they have a concern. Through robust vetting procedures staff are deemed suitable, for example, all have a current criminal records bureau checks in place. Through the comprehensive policies and procedures for the health and safety of the provision children are further safeguarded. For example, risk assessments are completed along with daily checks and cleaning rotas to maintain a safe and secure environment for all children. In addition, children are involved in the practising of the emergency evacuation procedure as they are learning how to keep themselves safe. Practitioners' good understanding of the needs of children ensures they are able to plan a balanced curriculum for all. All activities are supported through the provision of good quality resources, including those which reflect diversity.

The nursery managers are exceptionally committed and enthusiastic about bringing improvement and promoting good outcomes for children. They involve children and parents in identifying and being involved in changes to the setting. Through the outstanding evaluation process and reflecting on their practice, they are able to devise clear action plans for the significant improvement of the provision. These include changes to the observation and assessment procedures and the revamping the external area, both of which improve outcomes for all children.

Partnerships with parents are outstanding with meaningful relationships established. Effective sharing of quality information, and completion of the development and learning needs with parents, means children's individual needs are identified and planned for. Through newsletters, parents evenings and questionnaires they are able to contribute their expectations for both the provision and their child's learning and development needs. The well-resourced entrance hall displays quality information for parents regarding the setting and good childcare practices. Comments from parents are very positive regarding their child's progress and the friendliness of staff. Relationships with other agencies are good. There are effective links with the health, education and social services to fully meet the individual needs of the children. Staff are fully aware of the benefits of working closely with other settings of which children attend in order to provide a consistent approach.

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

Practitioners' good knowledge of the Early Years Foundation Stage means that effective planning is in place to meet the individual needs of the children. Through sensitive observation and identification of the children's next steps in their development, they successfully support them in making good progress towards the early learning goals. However, their next steps for learning are not consistently

identified in order that planning reflects the priorities for their learning. Practitioners have good relationships with children. They use a range of questioning to promote children's thinking. Children are interested and highly motivated as they play and learn in the well-planned environment and access the continuous play provision, for example, playing in the sand, mark making and construction areas. A good balance between child-initiated and adult-led activities allows children to use their imagination, for example, in painting and role play. Children take pleasure in the free flow between indoor and outdoor play as they decide where they want to play.

children relish in playing outdoors as they dig in the sand, ride the wheeled toys and climb on the balancing equipment as they develop their physical skills. They behave well, are polite and well-mannered. They understand the boundaries and are learning the importance of sharing and taking turns as they learn to play and socialise together. They manage their own clothing in the bathroom and when putting their coats, when playing outdoors. They self-serve at snack time and take responsibility for serving lunches as they develop their self-help skills and build their confidence and self-esteem. They access the information communication technology equipment and the smartboard as they develop their skills for the future.

Children use their imagination to build and construct, working together, negotiating their roles in their play. Babies move freely, and they are happy and content as they access the quality resources. They crawl freely and sit with staff showing through their body language their feelings of being content and secure. They learn about the wider world and diversity as they talk about the similarities and the differences of people, celebrate festivals and observe positive images of people. They enjoy counting and readily name how many items are available in their play. They are confident to use mathematical language as they build and construct describing things as 'heavy', 'light' and 'bigger than'. Children in all age groups enjoy taking the nursery bear home, completing the accompanying diary regarding what they have done over the weekend. This enables a link to be made between nursery and home. The children enjoy this and feel a sense of pride and importance when it is their turn.

By engaging in everyday activities, for example, hand-washing, children learn about good health practices. They enjoy healthy snacks and freshly cooked meals as they enjoy spaghetti bolognese and casseroles. On the day of the inspection the children were excited at the prospect of pancakes for tea, which they ate with enthusiasm and delight. Through discussions they learn about healthy choices. However, on occasion practitioners do not consistently follow the procedures for limiting cross-contamination, for example, when children's drinks are taken outside. Through the positive use of praise, opportunities for taking responsibility, and the good choices made available to children regarding the activities and free-flow play, children are active and independent learners in a positive and beneficial 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

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	1

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	1
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	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

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