

# Lilypad Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY348409

**Inspection date**

03/05/2011

**Inspector**

Angela Howard

**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**

Lilypad Day Nursery opened in 2007. It operates from a purpose-built building. The children have access to fully secure outdoor play area. The setting serves families from the immediate community and the surrounding areas of Sheffield. The setting is open from 8am until 6pm each weekday 51 weeks of the year, excluding Bank Holidays. The setting is registered to care for a maximum of 14 children aged from two to five years, of whom no more than five may be under three years at any one time. There are currently 35 children on roll, of whom 28 receive nursery education funding. Children attend for a variety of sessions. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are five staff who work directly with children. All staff hold an appropriate early years qualification. The setting is supported by Early Years Foundation consultants from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

This very child-centred, welcoming setting provides an inclusive service where children are very effectively safeguarded. Children flourish with the support, care and dedication demonstrated by each member of staff. Parents have an excellent relationship with all staff and are kept extremely well informed about their child's development and achievements. Staff have begun to reflect on the service offered, demonstrating a strong understanding of their strengths, and have identified accurately areas for improvement.

## **What steps need to be taken to improve provision further?**

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

- monitor the quality of observations and identified next steps to assess how well the information is used to plan activities that are tailored to the needs and abilities of individual children
- build further upon the links established with other settings providing for children in the Early Years Foundation Stage to ensure that the education provided complements the education received at other settings.

## **The effectiveness of leadership and management of the early years provision**

Child safety is given utmost priority by the staff and they have meticulous risk assessments in place for the premises and outings to ensure the safety of children at all times. Staff have an excellent awareness of the possible signs and symptoms of abuse and the correct procedures to follow should they have any concerns. Staff record first class information about existing injuries and discuss these with parents, showing that safety of the children in their care is always a high priority.

Comprehensive policies and procedures are implemented consistently and robustly. The premises are very safe and secure, and children are extremely well supervised by the staff, who are vigilant about children's safety and follow excellent procedures in relation to health and hygiene. All staff and volunteers in the setting are appropriately vetted and robust systems are in place to record the details of any visitors, including the purpose of their visit. Furniture and equipment is of a high quality and the highly effective deployment of staff ensures children achieve their planned goals in learning and development. Outdoors is particularly well equipped and the good use of the local countryside further enhances children's outdoor experiences. They love to visit the stream, paddling in Wellingtons and looking for water inhabitants.

Staff actively promote equality and diversity and are very effective in ensuring that all children are able to fully participate. For example, sign language is used routinely to say good morning to each child at circle time, helping them build strong bonds and feel settled and secure. Staff use people who live and work in the community well inviting them in to share information about their lives. For example, recently a puppy trainer for guide dogs visited and the photographs show children thoroughly enjoying themselves. Staff plan effectively to raise children's awareness of other cultures by introducing festivals from around the world. They have celebrated Christmas, Chinese New Year, Easter, Ramadan, Diwali and Hanukkah. This is further enhanced by staff actively encouraging children to talk about home and their experiences to help them learn to appreciate and value each other's similarities and differences.

Parents praise the setting highly and feel very well informed about their child's progress. Parents comments include, 'a very friendly welcoming environment', 'I have seen my children flourish, they really enjoy outdoor life, walking in particular, which is a credit to the setting making each day an adventure' and 'it is a brilliant nursery'. From the outset staff work in complete partnership with parents and ensure that a personal welcome is given to everyone entering the building. This promotes good communication and creates an excellent sense of belonging. Staff liaise with other settings and are highly proactive in sharing transition records. There are extremely strong systems in place for settling-in sessions, including home visits. However, the system in place to ensure a two-way flow of information with other settings providing for children in the Early Years Foundation Stage is in its infancy. A key strength of the setting is the staff's commitment to the development and improvement of their practice. Staff welcome advice, support and visits from the local authority to improve their knowledge and ability in order to ensure all children thrive in this adaptable environment. The evaluations made about practice show how keen the staff are to continually improve outcomes for children. Staff have a clear vision for the future which is supported by well-targeted plans, leading to improved outcomes for children.

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage and implement it successfully to promote children's learning and

development. They plan a wide range of good quality play opportunities to develop children's emotional, social, physical and intellectual capabilities. The staff are well informed about children's capabilities, starting points and individual needs, and recognise that every child's learning journey is unique. However, the quality of observations and the use of identified next steps are not rigorously monitored to ensure there are no omissions in children's learning. All children develop a strong sense of worth through the good interaction, care and attention they receive from the staff. For example, children respond eagerly to constant praise and encouragement and enjoy the warm, caring reassurance from the staff. They feel good about themselves, show respect for each other and are beginning to manage their own behaviour successfully.

Children enjoy themselves and are very relaxed and settled. They explore the magnets which connect the bricks and turn them around to repel the car along the table, showing immense pleasure and pride when this happens. Children chatter constantly, asking 'what are you doing?' and 'how does that work?' They complete self-registration successfully, using name cards. Children are beginning to make recognisable marks to represent their names and draw faces of family members. There is a wonderful display of ladybirds children have painted. They independently create collage pictures using a very wide variety of different materials they access freely themselves. In the small world play area they act out taking the children to school in the car and mummy having a shower. When completing an adult- led activity the children cut out pictures with skill and place them in the correct order of the life cycle of a butterfly. Children thoroughly enjoy baking activities, making naan bread, oat and raisin cookies, potato and leak soup, traditional latkes, pizza and gingerbread. They thoroughly enjoy exploring music. A music teacher comes to the setting once a month and the children become excited as she arrives and take part with excellent gusto. They listen to her instructions attentively, tapping the instruments quietly, loudly, softly and hard, and shaking the rattles with gusto. Children move to the action songs with great enthusiasm using all of their bodies. The older children are beginning to identify rhythm and move their shoulders in time to the music. Children have cared for and watched eggs hatch into chick using incubators. They have taken part in activities to smell different things, such as chives, which they say smell nice. Basil is described as like cheese and curry plants are likened to garlic. Children use magnifying glasses to study mini beast and use the feely box with enthusiasm to describe what they can feel, using descriptive words well to describe texture and shape. A vast amount of time is spent exploring the wonderful countryside around them. Children go for walks seeking out wildlife flowers, such as bluebells and feel the bark on trees, describing it as rough and bumpy. Photographs show an excellent visit by a rescue centre. The children got to see lots of animals, handling a rabbit, pole cats, a rat and some owls. When the children see the photographs they begin to recall that day with great excitement. The children feel secure, have good self-esteem and follow their interests with persistence, participating enthusiastically throughout the session. This results in children being engaged in purposeful play, which helps to develop strong skills for future learning.

Children are learning exceptionally well about consequences and how they can affect the lives of others. They show immense respect and kindness and are very skilled in caring for themselves from a very young age. Children adopt exemplary

healthy lifestyles as the staff take extremely positive steps to prevent the spread of infection by keeping the premises very clean. Children have a wealth of opportunities to engage in physical activity daily and take part with gusto in jumping, climbing and running games. This contributes to their excellent health and helps them gain increasing control over their bodies. Children eat extremely appetising snacks and have regular drinks throughout the day. The menu includes sugar snap peas, savoury rice and red pepper sticks, poppods and mango chutney, onion bahjis and vegetable samosas and a wide selection of fruit. Consistent reminders about hygiene practice help children to take excellent responsibility for their own personal hygiene.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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