

# Lilliputs Nursery & Playscheme

Inspection report for early years provision

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| <b>Unique reference number</b> | 309865  |
| <b>Inspection date</b>         | 01/06/2011  |
| <b>Inspector</b>               | Kathy Leatherbarrow   |
| <b>Setting address</b>         | H M Land Registry, Wrea Brook Court, Lytham Road,<br>Warton, PRESTON, PR4 1TE |
| <b>Telephone number</b>        | 01772 836 883   |
| <b>Email</b>                   |   |
| <b>Type of setting</b>         | 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

Lilliputs Nursery Land Registry is one of several nurseries registered under the Busy Bees Company. It opened in 2000 and operates from a purpose-built nursery unit located in the grounds of the Land Registry site in Warton, Preston. The nursery operates Monday to Friday 7.30am to 6pm all year round, excluding Bank Holidays. The holiday play scheme is open during school holidays.

The nursery is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 88 children may attend the nursery at any one time. There are currently 73 children aged from birth to five years on roll, some in part-time places. The nursery supports children with special educational needs and/or disabilities and those for whom English is an additional language.

There are 20 members of staff, 10 of whom hold early years qualifications to at least level 2. The nursery provides funded nursery education places for three- and four-year-olds. The nursery is a member of the National Day Nursery Association. The company has the Investors in People award.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a well-developed understanding of children's individual needs, therefore their learning and welfare are successfully promoted. Children are safe and secure, and robust documentation and procedures are in place to maintain their safety. Partnerships with parents and other agencies are significant in making sure that the needs of all children are met, along with any additional needs. This means that the children progress well in relation to their age, ability and starting points. Regular self-evaluation by the manager, staff and parents makes sure that priorities for development are identified and addressed.

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

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

- ensure that all practitioners have a clear understanding of their roles and responsibilities
- ensure effective continuity and progression for children who attend more than one setting by sharing relevant information with each other.

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

Children are thoroughly safeguarded because staff have a secure understanding of the indicators of abuse and the procedure to follow should they have a concern about a child. Robust recruitment and selection procedures are in place and

continued suitability is monitored effectively. All the required documentation is in place. There are comprehensive policy and procedure documents in place which are shared with all staff and parents. Extensive risk assessments are in place to ensure the safety of all.

The setting is committed to continuous development and strives for excellence. Self-evaluation is well used to clearly identify specific areas for development which bring about improved outcomes for children. Staff and parents are involved in the process, which gives them ownership of the success. Staff attend a wealth of training and this is well implemented into the nursery. For example, planning and assessment, first aid and safeguarding children.

Children play in a bright and airy setting. Examples of children's work and commercial posters adorn the walls and hang from the ceilings. Resources are plentiful and well organised to allow ease of access, with drawers being labelled with words and pictures. Resources and posters showing positive images of diversity are in place to develop children's awareness of the world in which they live. Staff are generally well deployed and move around the rooms to support learning at the various activities. Some senior staff do not have a clear understanding of their role and responsibilities and, therefore, at times do not direct their staff team accordingly. The key person system is well used to ensure children's needs are effectively met.

Partnerships with parents are exceptionally well established. Parents are highly complimentary about the information they receive and how their comments are valued and acted upon. This is enhanced through the parent liaison meetings. The nursery has received a Leading Parenting Partnership Award with the excellent training that is made available to parents. These include sessions on paediatric first aid, signs and symptoms of childhood illness and dietary requirements and weaning. Male parents and carers are invited to a celebratory breakfast for Father's Day. Staff and parents share a wealth of information during the flexible settling-in periods in each of the rooms and this is used effectively in providing individual care for their child's needs. There is a daily information exchange, both in writing and verbally. Regular updates through daily diaries and the learning journals help to keep parents and carers involved in their child's learning and progress.

Partnerships with other agencies are very well used to support individual needs. Staff and management use information gained from other professionals to ensure children's care and learning is tailored to their individual requirements. Teachers from local feeder schools are invited to join a tea party where children bake cakes for them. However, relevant information is not shared for children who attend more than one setting to ensure continuity and progression.

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

Observation, assessment and planning are well established. Clear tracking of children ensures staff have a very clear picture of progress and can identify any

additional needs early. This means early intervention is in place so that all children have an equal opportunity to succeed and the achievement gap is narrowed. Observations are well used to plan activities which are both stimulating to the children and provide for their next steps.

Children are happy and contented in the nursery. They enthusiastically tell staff about barbeques that they have at home with family and friends. This leads to a discussion about healthy foods choices and the role play area becoming a garden area. Behaviour is good and staff use a range of strategies for managing their behaviour, including incentives such as helping prepare lunch. Children learn to share and take turns and staff are close by to help them to resolve any issues. Children across the nursery have a strong sense of belonging because staff know their needs and celebrate their achievements. Children are safe and secure and older children clearly know the boundaries.

Children eat superb healthy, home-produced meals and snacks which are devised in collaboration with a celebrity chef. These have received awards, such as Lancashire Healthy Eating Awards and National Eat Seafood Awards. This extends to the home, as all parents receive a file of healthy, well-balanced recipes that are provided at nursery. Children enjoy regular fresh air and exercise. The outdoor play area has recently been developed and provides innovative activities and opportunities for children. These include underground tunnels, balancing beams and chains, climbing frames and an allotment.

Children love to share stories in the book corner. They read to their peers and ask staff questions about the pictures. There are plenty of opportunities to make marks, particularly in the well used mark-making areas, but also in role play and sand play. Flash cards and labels are used well with the older children to consolidate their understanding that print carries meaning. There are many activities which support an understanding of number. Children count as they put away their cups and when reading stories or playing games on the computer. They talk about shapes when building with blocks and talk about whether there is enough space when tidying away.

Children learn about the world around them through a variety of activities, through which they develop an understanding of the diverse nature of society. They enjoy visits from African drummers and watching remembrance American brass bands. They plant seeds and watch them grow and harvest their crops to use at meal times. Their information, communication and technology skills are well developed and there are ample resources across the nursery. Younger children delight as they press a button and watch the lights flash and older children are becoming competent with keyboards and the mouse. Children thoroughly enjoy dressing up and being in the various role play areas, especially the construction area. They wear hard hats and high visibility vests as they pretend to be builders, mixing the sand and the blocks to achieve the desired effect. There are many opportunities for children to be creative, for example, children mix two colours together, watching as they magically change into another colour. Positive interactions from staff support their learning effectively.

## 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

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|--|---|
| <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

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|--|---|
| <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   | 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                                | 1 |

### The quality of the provision in the Early Years Foundation Stage

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|--|---|
| 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

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|--|---|
| <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                           | 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