

Lilliput Pre-School

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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Introduction

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Description of the setting

Lilliput Pre-School is run by a private provider. It opened in 2011 and operates from Walter Pomeroy Hall Hillingdon, in the London Borough of Hillingdon. A maximum of 22 children may attend the pre-school at any one time. It is open each weekday during term time from 9.00am to 12.00 noon. Afternoon sessions are available on Monday, Tuesday and Thursday from 12.00 noon to 3.00pm. Children have access to a secure enclosed outdoor play area.

The pre-school is in receipt of funding for the provision of free nursery education to children aged two, three and four. It supports children with special educational needs and/or disabilities and those who have English as an additional language. At the time of inspection there were 40 children on roll. The nursery employs seven staff, of whom five hold appropriate early years qualifications, with two working towards a qualification. The pre-school is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are respected and valued within the group and generally have their specific needs met appropriately. Overall they make progress in their learning and development, although the system used to demonstrate and monitor their progress lacks detail. In addition, the lack of structure during the session and some inappropriate play resources results in some children missing out on learning opportunities. All required records are maintained, but some lack the necessary detail. The provider/manager demonstrates that she has the capacity to continuously develop the practice of the group to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- improve the system of observations to show how the children's stage of development is assessed and how the next step in their individual learning journey is identified, in order to clearly demonstrate the progress made
- provide equipment and resources that are appropriate, challenging and interesting and that can be used in a variety of ways to promote children's learning
- establish routines and a structured approach to help children achieve in each area of learning
- improve the record of accidents and first aid treatment to include the date of the incident and the full name of the child involved.

The effectiveness of leadership and management of the early years provision

Staff have a sound understanding of safeguarding matters. Procedures to report concerns relating to child abuse are clearly understood. Recruitment procedures are rigorous and ensure that anyone having unsupervised contact with the children has the necessary suitability checks. Risk assessments are used to identify and minimise any potential hazards to children on the premises and on outings. All the documents and procedures necessary for the efficient management of the group and the well-being of the children are in place. However, the record of accidents does not always include the date of the incident or the full name of the child concerned.

The provider/manager has evaluated and reflected upon the practice of the group. She accurately identified that there are several areas that need to be addressed in order to improve outcomes for children, and has already taken appropriate steps to secure change. These include enhancing the system used to observe and assess the progress children make in their learning. She is also developing a 'free flow' system to enable children to play indoors and out as they choose. Parents have the opportunity to express their views and inform decision making through completing questionnaires. Regular newsletters are now produced as a consequence of parents stating that they lacked up-to-date information about the group.

Effective relationships with parents are established. Verbal information about the well-being of the children is exchanged each day. The group's policies and procedures are made available for parents to consult, and information about the Early Years Foundation Stage is displayed. As part of the inspection process, several parents commented that their child was happy at the group and making progress in their learning. The group identifies children who may need additional support, and works closely with parents and other agencies to ensure they receive the input they need.

The group has a large variety of play resources that generally enable children to make progress in their learning. However, some resources do not offer children sufficient challenges and learning opportunities whilst at the group, such as action figures. These are popular with some of the children, and result in them running around the room holding onto them for most of the session. Consequently, whilst their imaginative and creative play is developing, they are not engaging sufficiently well with activities to promote other areas of learning, such as communication and numeracy. In addition, the lack of a structured routine in the session facilitates children to focus on one activity only, and miss out on others, thereby limiting their chances to progress appropriately in all areas of learning.

Because the group engages effectively with parents, staff have an awareness of the background and needs of each child in order to provide appropriate support. Children learn about diversity within society by acknowledging the customs and traditions associated with different faiths and cultures, for example, hand printing and dancing with ribbons are carried out to mark Diwali.

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

Staff have a sound understanding of the learning requirements of the Early Years Foundation Stage, and generally provide activities and resources to enable children to make suitable progress towards the early learning goals. Brief observations are carried out on each child in order to assess their level of attainment in each learning area. Play plays are devised to incorporate the next learning priority. However, the provider/manager has recognised that this system does not clearly demonstrate how learning priorities are identified, or how progress is monitored, and is amending the process. Overall, children enjoy their play. They like having stories with staff in the book corner, and having fun drawing and using stickers at the office table. These activities promote literacy skills. Children are encouraged to count and recognise shapes and colours. Although a computer is usually available for children to develop the skills necessary to operate information and communication technology, when it is broken, it is not routinely replaced with other programmable resources. Children gain knowledge and understanding of the world through planting sunflower seeds and watching them grow. They particularly enjoy sitting down together to sing their favourite songs. This activity is well structured, holds their attention and fosters communication skills.

Children are learning the importance of adopting a healthy lifestyle. They wash their hands before eating, and some explain why it is important to do so. Fresh fruit is included in the snack time menu, with water or milk to drink. Children's independence is promoted as they help to serve themselves. Children enjoy outdoor play as they splash in water the tray and chalk on the paths. They also benefit from the physical exercise of bouncing on the trampoline and climbing up the slide.

Overall, children are content at the group and begin to develop a sense of belonging. They learn the need to share and take turns, particularly when using the computer. They also learn rules, such as being kind to each other, and are reminded of them appropriately by staff, if necessary. Children begin to form positive relationships with their peers and collaborate with them as they play. Children also welcome interaction with the staff, feeling safe to approach them to express their needs.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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