

Lilliput Farm Day Nursery

Inspection report for early years provision

Unique reference number

EY346471

Inspection date

01/08/2011

Inspector

Jane Shaw

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 Farm Day Nursery is privately owned and managed. It first opened in 1994 and was registered under the current ownership in 2007. It operates on two floors of a converted farmhouse in Sandbach, Cheshire. Rooms on the upper floor are accessible via stairs. There is access to secure outdoor play areas, including a wildlife meadow. A maximum of 89 children aged from three months to under eight years may attend the setting at any one time. The setting is open five days a week from 7.30am to 6pm all year round with the exception of Bank Holidays. The setting also offers an out of school and holiday club provision for children aged eight years to 11 years.

There are currently 176 children on roll. Of these 155 are aged under eight years and of these, 127 are within the early years age group. Of these, 36 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 28 members of staff, including the manager, 22 of whom work directly with the children. Of these 22 staff, one has qualified teacher status, one has a degree in Early Childhood Studies, one has a Diploma in Childhood Studies, 12 hold level 3 qualifications and four have qualifications to level 2. Two staff are currently undertaking a level 2 qualification and one member of staff is undertaking a degree in Early Childhood Studies. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Lilliput Farm Day Nursery provides a welcoming environment for all children. Children's individual needs are known and they are valued as individuals. Clear policies, procedures and practices contribute towards the safety and welfare of the children. Beneficial partnerships with parents and carers and others help to ensure consistency and continuity for all children's welfare, learning and development, but have not yet been fully explored. Systems for self-evaluation are in place, with identified strengths and areas for improvement. Staff have a sound understanding of the Early Years Foundation Stage which contributes towards ensuring children make satisfactory progress.

What steps need to be taken to improve provision further?

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

- enhance further staff interaction to develop relationships with all children

- while focusing on learning and achievement
- ensure the use of planning and assessment is consistently evaluated and recorded in order to plan the next steps in a child's developmental progress
 - ensure children's access to resources and activities that promote positive images are consistently offered across the nursery
 - develop further the two-way flow of information between all other early years providers which children attend to ensure continuity of care and learning, including children who attend after school.

The effectiveness of leadership and management of the early years provision

Robust procedures are in place for the recruitment, selection and on-going suitability of staff, and therefore children's welfare is safeguarded. They have an awareness of the procedures for reporting any concerns and the registered provider ensures staff have regular training to update their knowledge. Risk assessments are thorough and undertaken on a regular basis, and full fire evacuations are conducted annually. Detailed daily checks are completed for both the indoor and outdoor environment ensuring that children are kept safe at all times. All outings are risk assessed in advance to ensure they are safe and suitable for the children. Most of the required documentation is available and stored securely to respect confidentiality; necessary consents relating to the welfare of children are in place.

Self-evaluation is in progress. Management and staff are working together to look at the strengths and areas for development, but this has not yet been fully implemented due to a change in staffing. The registered provider has identified the setting's current strengths and areas for further development. Staff are committed to their work and attend the various training and development opportunities to enhance their skills and knowledge, for example, safeguarding. Self-evaluation, the completion of recommendations raised at the last inspection and on-going staff training and development, shows the settings satisfactory commitment to continuous improvement. Staffing ratios are good across the nursery and holiday club and support children's learning and development. A good range of resources both in and outdoors supports children's enjoyment. All children have access to all activities on offer and therefore inclusion is promoted.

Partnerships with other professionals support children's placements and inclusion, but these relationships have not yet been fully explored, particularly in relation to children who attend the out of school club. Partnerships with parents and carers are positive, and support children's placements well. They have access to information about the setting and what it has to offer, newsletters, daily feedback on their child's development and general well-being. Parents and carers spoken to express high levels of satisfaction with the service provided.

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

A sound knowledge of the Early Years Foundation Stage ensures staff understand how to promote children's learning and development, however practices are not consistent across the setting. As a result, children make satisfactory progress towards the early learning goals. Planning is based on observations of children's activities and development. Observations are completed on each child, these are recorded, linked to the areas of learning and used to complete individual children's learning journals. However, the evaluation of planning, tracking children's progress and formulating next steps is not consistently undertaken. Children attending the out of school and holiday club plan their own activities, recording these on planning sheets, however, systems for recording development have not yet been implemented. Days are organised to provide children with a balance of rest, learning and play. Activities are adapted to ensure that all children can participate and therefore an inclusive environment is created, however, access to resources and activities to promote awareness of the wider world are not accessible across all ages.

Most resources are organised in low level storage for easy access, enabling children to make their own choices and develop their independence. Children are happy and settled and are building good relationships with one another. For example, older children negotiate the creating of a large junk model of an elephant outdoors, and pre-school children plan their own obstacle course. Most children are developing communication skills as staff engage with them, although this is not consistent across the setting. Children help themselves to books and make marks in a variety of ways using pencils, crayons and paint, for example, older children complete observational drawings of the chicks they were involved in hatching, recording their name on their work. Resources and activities, such as posters, play figures, jigsaws and books to promote children's awareness of the wider world; are available. Children across the nursery are involved in planting seeds and vegetables learning how to care and nurture living things.

The outdoor environment is an asset to the setting, and ensures children are able to enjoy a variety of activities, where they can balance, climb, slide, manoeuvre the wheeled toys, move in and out of willow tunnels and use the wildlife meadow for a variety of activities. Using a variety of materials and textures helps children to develop their creativity and imagination. For example, all children enjoy using sensory areas, including the outdoor sensory area and musical courtyard. Children are developing good imaginary skills and language.

Staff demonstrate commitment to implementing effective strategies to promote children's physical and economic well being. Healthy and nutritious meals are freshly prepared on the premises with menus being devised to cater for all tastes, and include some of the vegetables the children have grown. Children understand why they need to wash their hands before they eat their meals. The planning of activities and access to resources helps to develop children's skills for the future.

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	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
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	2

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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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