

Lilliput Village Children's Nursery

Burnt Mills Road, BASILDON, Essex, SS13 1DY

Inspection date	19/08/2013
Previous inspection date	07/07/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- A warm, caring environment provided by staff and a strong key person system helps children form secure attachments and promotes their well-being.
- Staff have high expectations for the children in their care and are skilled at providing activities that support each individual child's needs. As a result, children are effectively challenged and make good progress towards the early learning goals.
- Extensive information gathered from parents on registration is used to effectively identify children's starting points. Parents are kept very well informed about their children's progress and as a result, they are actively involved in their children's learning both at home and in the nursery.
- There is a strong partnership with other professionals involved in children's care and learning. Consequently, children with special educational needs are well supported so that they can fully participate in the nursery.

It is not yet outstanding because

- Resources in the outdoor areas are not used imaginatively in order to ensure they meet children's needs in all seven areas of learning and development.
- Opportunities for children to explore the outdoor environment, and children's freedom to choose how and where they play and learn, are limited.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all rooms and outdoor areas of the nursery.
- The inspector spoke with the managers, staff and children.
- The inspector took account of parents' views by speaking to them on the day.
- The inspector looked at policies and procedures, risk assessment, children's development records and all relevant documentation.

Inspector

Jenny Forbes

Full Report

Information about the setting

Lilliput Village Children's Nursery is one of ten settings operated by Sunhill Daycare (Europe) Limited. The nursery opened in 1998, but changed ownership in 2009. The nursery operates from purpose-built premises situated on the outskirts of Basildon, Essex. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. All children share access to secure, enclosed outdoor play areas. The nursery serves the local area and is accessible to all children.

The nursery employs 16 childcare staff, of whom 11 hold appropriate early years qualifications.

The nursery opens Monday to Friday all year round. Sessions are from 7:30am until 6.30pm. Children attend for a variety of sessions. There are currently 114 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- provide opportunities to challenge children's thinking in the outdoor areas, to ensure their learning and development needs are further promoted

- provide more opportunities for children to explore the natural environment outdoors to extend children's freedom of choice in their play and learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a secure knowledge of how children learn through play and the quality of teaching is good. They have high expectations for the children in their care and are skilled at providing activities that effectively support their achievements and progress. There is a good balance of child-initiated and adult-led play based activities that provide effective challenge and stimulation. Children's progress is closely monitored through successful observation and assessment systems. Information gained from these is used by staff to identify the next steps in children's learning. Children's particular interests are confirmed

through regular discussion and feedback from parents and are used together with identified next steps to plan appropriately for children's ongoing development and learning. As a result, children are motivated and eager to learn, and any gaps in their learning are quickly identified.

Parents are actively involved in the life of the nursery and share information about their children's learning, which means that staff fully understand the learning needs of individual children. Parents receive regular information about their children's progress and are invited to contribute information and photographic evidence of continuous learning that takes place at home. Staff and parents share the progress check at age two which also feeds into individual children's planning. As a result, all children, including those with English as an additional language and with special educational needs, make good progress in their learning and development. Children making the transition to school in the autumn are supported by staff and parents working together. They organise an end of term 'graduation' event to celebrate children's achievements. A wide variety of resources support children's learning in all parts of the nursery. Displays all around the nursery are evidence of how well children are supported to learn in all areas. Children are supported to use simple sign language to enhance their learning and understanding. For example, children explore the garden on a 'colour hunt' and bring in twigs, leaves and stones. Staff and children discuss the qualities and properties of the natural items they find which extends their learning in several areas. Staff teach the children the sign language for 'tree' as they discuss where the leaves and twigs come from.

Children have some access to the outdoor play areas at intervals throughout the day, however, this is infrequent and does not always offer children enough freedom of choice about where they want to play. Some activities outdoors support children's natural curiosity and imagination. For example, children take cups of soapy water around to staff and say "I'm making drinks" and staff accept them with praise for children's inventiveness. However, staff do not fully promote the seven areas of learning and challenge their thinking when the children are playing outside. For example, children take seeds from an overhanging tree and blow them into the wind, but this spontaneous event is not extended to enhance children's learning about what happens to seeds blown by the wind. This results in missed opportunities to extend children's learning. Children's communication and language are well promoted in the nursery as staff engage them in continuous conversations. They support discussions as children are keen to talk about the train they have made from construction resources. Children are supported in their mathematical development because staff ask the children questions. For example, they ask about the number of wheels on the trains the children are making.

The contribution of the early years provision to the well-being of children

Children form secure attachments with their key persons and other staff. Babies feel safe and secure as they cuddle up with staff for a story. Staff caring for babies are sensitive and attentive to their individual needs. Babies go to sleep according to their needs and are comforted when upset. Young children's comforters are kept within easy reach so that children can access these at any time. This helps children remain settled and secure and promotes their physical and emotional well-being. Photographs of children's families are

displayed to help children feel content and give them a sense of belonging. Tired children can relax in cosy corners and look at the interesting and colourful displays of people engaged in different tasks. For example, a photograph showing a visit to the dentist captures a child's curiosity as he stands to gaze at it. Caring staff sing and chat to babies when changing their nappies to help them feel relaxed and content. Nappy changing is hygienic and discreet and all children are checked to ensure they remain clean and dry at all times. Older children learn to be independent as they manage their own care needs. They learn to wash their hands before eating, after using the toilet or engaging in messy play.

The environment is welcoming and attractive to children. All resources are stored at child height and are accessible to all children. No child is too young to become involved in exciting and fun activities. Babies and young toddlers concentrate as they are shown a recipe and learn how to make fairy cakes. They weigh the ingredients, pour in the flour and sugar and watch as staff crack shells and drop eggs into the mixture. All babies and toddlers are given a spoon to stir with and they become thoroughly engrossed in the process of spooning the mixture into cake cases trying not to get too much on the table. They work co-operatively together which promotes their personal, social and emotional development. Children take pleasure in their achievements when they see, and sample, the finished product.

Children are well-behaved in the nursery. There are good systems and strategies in place for managing unwanted behaviour and children respond well. This ensures that the children feel safe in the nursery. Staff use frequent praise and encouragement to raise children's self-esteem and encourage positive behaviour. Healthy eating is promoted throughout the nursery. Children learn independence as they are encouraged to serve their own food and pour their own drinks, according to their age and ability. Older children learn responsibility as they scrape their own plates and put their own used face clothes into the laundry bin. Children learn to keep themselves safe as they climb on soft play apparatus and take well supervised risks. They take exercise in the fresh air every day, dance to music and enjoy bringing their parents to nursery to take part in sports day activities. The children's safety is of paramount importance to the nursery staff. All visitors to the nursery must sign in and out and closed circuit television surveys the outside areas so that staff are immediately aware if an intruder approaches the premises. Staff ensure that all children are accounted for as they operate a head count system as they move between different areas of the nursery. As children grow older and change rooms familiar staff move with them to ease their transitions. Transitions to school are supported with photographic displays of local schools and uniforms are provided for children to dress in and use in role play. Staff work closely during this time to ensure children's transitions are smooth.

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

The management team and staff have a clear understanding of the Statutory framework for the Early Years Foundation Stage. Staff provide a welcoming, safe and stimulating environment where children are happy, can build their confidence and are supported

towards meeting their early learning goals. Staff ratios and qualifications are well maintained and the nursery has access to well-qualified temporary staff for times when core staff undertake training or are absent. All actions and recommendations from the last inspection have been successfully addressed. All the necessary documentation for the safe and efficient management of the nursery is in place. Robust risk assessments are carried out to minimise hazards and the premises are secure. As a result, children can play and learn in safety. A clear safeguarding policy, including procedures restricting the use of mobile phones, is in place to ensure children are protected. Children are effectively protected because the staff have a secure understanding of safeguarding procedures and know what to do if they have concerns about a child. There are rigorous recruitment and induction procedures and all staff have undergone the necessary background checks. Robust systems are in place to ensure children are safe and secure at all times. Information is gathered from parents about children's individual health needs and staff have undertaken first aid training so they can deal with minor injuries should the need arise.

The management team track children's progress to ensure that any identified gaps in children's learning are quickly closed. Any concerns regarding children's development are discussed with their parents and appropriate measures for intervention put in place through close links with other professional agencies. Children with identified needs are very well supported and staff work closely with parents and other professionals to ensure children make the best possible progress. Staff and parents meetings are used effectively to evaluate practice and a form to capture the 'children's voice' is used to ensure that children's views are taken into account. Parents take a major role in the life of the nursery. Their comments about staff practice are displayed on a 'wow' board which is overflowing with positive comments from parents. Parents give glowing reports of the nursery staff and have extremely positive views about their children's development and progress. There are regular parents meetings, and daily diaries are provided for parents where they can comment and contribute their own observations on their children's learning at home. Parents know they are welcome at the nursery at any time to speak to the key persons if they have any concerns or want to know anything about their child's development.

Staff morale is high as they are well supported by the management team who closely monitor their practice and the educational programmes. All staff undertake frequent training in order to continue to develop their knowledge and skills. Staff performance is measured by spot checks and peer observations. Any staff underperformance is managed by regular supervision meetings, training and monitoring. Staff meetings are held to discuss training, quality and evaluation. A thorough self-evaluation of the nursery takes into account the views of parents, children and staff. Detailed action plans are drawn up at staff meetings to identify where improvements need to be made. Transitions are effectively managed, both within the nursery, and when children transfer to school. Strong links are forged with the local schools and staff and parents work together to ensure new settings have full details of children's skills and abilities.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY389759
Local authority	Essex
Inspection number	879048
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	88
Number of children on roll	114
Name of provider	Sunhill Daycare (Europe) Limited
Date of previous inspection	07/07/2009
Telephone number	01268725694

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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