

Lilliput Childrens Day Nursery Limited

Lilliput Day Nursery, 24 New Road, Rubery, Rednal, BIRMINGHAM, B45 9HU

Inspection date	20/08/2013
Previous inspection date	15/11/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Children make good progress as staff have a good understanding of how they learn and develop. Staff use their knowledge, skills and experience very effectively to ensure that children are consistently challenged to reach the next stage in their development.
- A well-established key person system helps children form warm and secure attachments, promoting their well-being and independence.
- Children are well safeguarded due to robust recruitment and vetting procedures and staff's understanding of their roles and responsibilities in protecting the children in their care.
- The registered provider and manager are able to recognise areas where improvement is needed and are determined to make the necessary changes to move the setting forward in their pursuit of excellence.

It is not yet outstanding because

- At times, some parents are not always fully engaged in sharing their children's learning from home to ensure even better continuity and cohesion.
- Performance management and monitoring systems are not yet firmly embedded to clearly demonstrate how the good quality teaching is continually monitored and how the information gained is used to shape staff's professional development.

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 the staff engaging in a range of indoor and outdoor learning activities, play and daily care routines with the children.
- The inspector talked to children and staff and held a meeting with the manager during the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working in the setting, the provider's self-evaluation systems and a range of other documentation.
- The inspector gained parents and other professional views from documentation available.

Inspector

Patricia Dawes

Full Report

Information about the setting

Lilliput Childrens Day Nursery Limited was registered again in 2010 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is situated in a refurbished building in the Rubery area of Birmingham and is managed by a limited company. The nursery serves the local and surrounding areas and is accessible to all children. It operates from six areas and there is an enclosed area available for outdoor play. The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3.

The nursery opens Monday to Friday, all year round, except bank holidays, from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 49 children on roll, who are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- review and evaluate partnerships with parents to ensure consistency in how parents share information about their children's learning from home

- develop further ways to extend the arrangements for performance management, so that further information is gained to shape staff's professional development, for example, by implementing and using feedback from peer-on-peer observations.

Inspection judgements

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

Staff have a good understanding of how children learn and develop. They have updated their knowledge in line with the revised Statutory framework for the Early Years Foundation Stage and adapted their systems for observing children's progress. Staff liaise well with parents at the start to gain as much knowledge as they can to plan for children's individual interests. They discuss children's progress, activities and achievements with their parents on a daily basis and listen to what parents tell them about what children have been doing at home. However, this information is not always consistently used across all areas of the nursery to help with activity planning. The areas where it is used promotes a two-way flow of information, knowledge and expertise between parents and

staff and has a positive impact on children's learning. Transition between rooms is well managed, with children's assessments following through with them. Staff take spontaneous and photographic observations that capture significant moments as well as using more detailed written observations. These are reviewed routinely to assess children's progress and to identify the next steps in their learning. Staff in each of the rooms discuss their observations and share their planning, so all are involved and knowledgeable about how to support each child. As a result, children make good progress and gain the necessary skills to support their readiness for the next stage in their learning.

Staff engage well with the children to encourage their interest and make learning fun and use suggestions and questions to challenge their thinking. Staff are relaxed and supportive of children and know them well. They regularly join children in their play throughout the day, readily conversing with them to stimulate their interest and foster their developing language skills. Staff take small groups of their key children to share in a particular activity and can more closely observe their engagement and assess their progress. Children are developing an interest in nature as they listen excitedly to the sounds in the environment, pick flowers, plant vegetables or hide in the willow tepee. They engage in imaginative play in the role play area, where they bath the dolls, dress-up in their favourite costume or pretend to be a hairdresser or pretend to talk excitedly on the telephone to their parent.

Children are cared for in a bright and inviting learning environment and have easy access to a wide range of resources to interest and engage them. There is a basic routine to each day with a planned activity, such as a session where babies make marks in blue mashed potato or play with ice cubes and cooked and raw pasta. Older children talking about their bodies, make a skeleton and pin point their heart with a red dot. Children are encouraged to freely explore their environment and initiate their own play. Children's artwork is displayed around the rooms and accessible resources enable them to confidently make their own choices. There are different resources and games for encouraging number and shape recognition, for example, as children build towers, match colours cubes or sort shapes into boxes.

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

Children settle well into the nursery, which is bright, spacious and invitingly decorated, so that they and their parents feel welcomed. The settling-in period is well organised, so that key persons get to know children and their parents and share important information about their individual needs. Individual routines are displayed in the baby room and staff ensure these are carried out until children naturally settle into the nursery routine. Children are also able to visit their siblings in other rooms in the nursery. All of this supports their transition from home into the nursery. Positive engagement by the key person and lots of spontaneous praise and encouragement from staff throughout the day help to develop children's confidence, so they feel secure and are willing to try out new things. Staff are fully aware of the importance of the three prime areas of learning in developing children's confidence, so they can make their own play choices and initiate their own learning. Younger children practise their newly acquired walking skills, look at books and sing songs clapping their hands and giggling with delight. All of this helps to promote their confidence and skills in expressing themselves. Older children are very sociable and independent and

confidently engage with staff and their peers, with staff patiently but firmly reminding some when they become a little over excited or challenging. Throughout the nursery, children are supported in their social skills, so they learn how to play together, share toys and take turns.

Children's health is well supported through attention to daily routines like nappy changing, while others are developing their own self-care skills as they independently access the toilet and wash their hands. Healthy eating has a high focus at this nursery where children enjoy a very nutritious and varied menu and daily healthy snacks. All of these are prepared daily on-site by the cook. All children are encouraged and supported by staff to pour drinks and serve themselves food and snacks. Children are learning to play safely through regular reminders from staff and respond well to clear guidelines as they independently take themselves to the toilet or leave their rooms to play in the garden. Play activities throughout the day, such as dancing to music tapes or enthusiastic participation in physical activities outdoors provide opportunities for exercising limbs and having fun.

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

Children are well safeguarded as staff have a very clear understanding of their roles and responsibilities in recognising signs of abuse or neglect and how to pass any concerns on effectively. Safeguarding features highly in induction and at the regular staff meetings and all staff have attended external training. All necessary information is displayed in the foyer on the parents' notice board and in each room. Other procedures to further protect children, such as, the maintenance of daily records, safe collection systems and seeking all necessary information at registration, are thoroughly carried out. Visual and written records, such as risk assessments and daily checklists, ensure that good standards of health and safety are maintained, both indoors and outdoors. There are robust recruitment and selection processes in place. All reasonable steps are taken by the provider to ensure the ongoing suitability of the staff.

The leadership and management of the nursery is strong. The manager has a positive vision for providing a high quality service and is supported well by the owner. They are both fully committed to reflective practice and engaging the views of staff and parents to achieve this. An open-door policy provides opportunities for staff and parents to consult with them at any time. The manager carries out regular monitoring of the educational programme to offer support and guidance to staff. Appropriate performance management systems are in place, such as, team meetings, induction procedures and annual appraisals. However, there is scope to develop these further, for example, through the use of peer-on-peer observation to ensure that the already good quality teaching is continuously monitored and information gained is used to shape staff's professional development in the future. Regular room and staff meetings ensure practice is discussed, policies are shared and reviewed and new targets are set. Management show they value their staff and encourage them to share their views and opinions openly in an environment of trust and respect. Good support is provided by outside professionals and there is a strong commitment to ongoing training to enhance staff's knowledge and practice.

Partnership with parents is strong and parents' comment on the positive support and approachability of all staff. An informative display board, parent prospectus and regular newsletters ensure that parents are informed about all aspects of the nursery. Parents' views are invited through questionnaires and daily discussion with staff. They are kept informed of children's daily progress through regular feedback from staff. Monthly newsletters, parents' workshops and the 'good news' flowers are all methods used by staff to encourage parents' involvement in their children's learning. Staff understand and work in partnership with other professionals, networking regularly through the National Day Nursery Association. Staff understand and work in partnership with other professionals and settings children attend to support their transitions and to promote continuity in their care and learning.

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	EY408142
Local authority	Worcestershire
Inspection number	930458
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	49
Name of provider	Lilliput Childrens Day Nursery Limited
Date of previous inspection	15/11/2010
Telephone number	01214578383

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted’s website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

