

Lilliput Learners

The Royal Borough of Windsor & Maidenhead Council, Dedworth Green County Library, Smiths Lane,
WINDSOR, Berkshire, SL4 5PE

Inspection date

Previous inspection date

07/10/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Well established partnerships exist with parents, who are actively involved in supporting their child's learning at home.
- Staff develop close relationships with children and provide a child friendly environment where children are confident and secure.
- Children are active and curious learners, independently accessing the range of toys and stimulating resources to initiate and organise their own play and learning.
- Staff keep children safe. They have good knowledge of procedures to follow should they be concerned about a child in their care

It is not yet outstanding because

- Strategies to encourage children's good conduct are not consistently shared with all staff and parents to support all children's understanding in this area.
- The pre-school encourage a healthy eating policy; however, not all staff provide good role models to promote children's understanding of healthy foods and drinks.

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.

Inspection activities

- The inspector observed staff with children as they completed activities in the pre-school and the outside areas.
- The inspector sampled a range of documents including children's observation, assessment and planning records, policies and procedures children's details and other relevant information.
- the inspector spoke to several parents on the day to gather their views on the preschool.
- The inspector discussed activities observed jointly with the manager.

Inspector

Susan May

Full Report

Information about the setting

Lilliput Learners first opened in 1999. The pre-school re-registered in 2013 due to a move to new premises. The setting operates from premises adjacent to Dedworth Green County Library, Windsor, Berkshire. The premises are self-contained. There is a main play room with children's toilets adjacent to this area and a separate kitchen. There is direct access to an enclosed outdoor area. A committee, consisting of parents of the children attending the pre-school and other interested adults run the pre-school. It serves families from the local community. Lilliput Learners is registered on the Early Years Register. There are currently 54 children on roll in the early years age group. Funding for the provision of free early years education is available to children from the age of two years. The pre-school is able to support children with special educational needs and/or disabilities, and children who speak English as an additional language. The pre-school is open five days a week during term time only from 8.45am until 3.30pm. Children attend a variety of sessions. The pre-school employs six members of staff all of whom currently hold appropriate early years qualifications. The manager has a Foundation degree.

What the setting needs to do to improve further

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

- share the nursery's good behaviour management strategies with all staff and parents to maintain consistency in this area
- further promote children's understanding of healthy eating by ensuring all staff are good role models at lunch time.

Inspection judgements

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

Children make good progress in their learning and development as they enjoy a broad range of activities, resources and experiences. Staff talk and play with the children, skilfully challenging them by asking useful questions as they play. This encourages them to think for themselves and develop their language skills. For example, a member of staff asks "what did you cook for dinner" and "what did it taste like" when children are playing in the home corner. Staff provide visual clues to help encourage sounds and language skills. This is particularly useful for children who have little English or difficulty in communicating their needs. Children enjoy stories and anticipate what will happen and become very excited as they wait for the ending. Children use their imaginations in role

play to explore both real and imaginary situations. For example, they drive to the seaside, take their dolls for a walk and then dress up like mermaids. They find pirate treasure and put on goggles, snorkels and flippers to swim in the sea.

Children's self-care skills are promoted well. Children talk about the weather with staff and decide whether or not they need coats on. They begin to find out about their bodies as they understand that if it is sunny and warm and they keep their coats on they will get hot. Children have opportunities to find out about the natural world as they grow tomatoes and strawberries and access magnifying glasses to examine anything of interest they find. Children develop their physical skills indoors and outside. They balance, jump in and out of tyres, have tunnels to crawl through and wheeled toys to push around. Indoors they stretch, wave their arms and follow adults movements as they use claves to make rhythmic sounds as they move to music. Children have good access to a range of tools such as scissors, pencils, paints, crayons and brushes in their everyday play. This helps promote their hand eye coordination and their mark making skills. They have very good opportunities to develop their creative art and design independently with staff on hand to offer support if they need it. The school is very much part of the local community and children regularly go into the local library for story and music sessions. They have visits from the police, fire, army and ambulance services that help them find out about the world around them. Children problem solve as they play with a range of construction equipment; both large and small, indoors and outside. They begin to find about volume as they play in the water tray with a selection of containers and count to five as they play hide and seek. Future skills develop as children have access to the computer and follow simple programmes. Staff follow children's interests and plan activities that they know they will be eager to try. This helps keep children motivated and encourages them to have a positive attitude to learning. They gain confidence in their abilities and self-assurance to try something new. This will stand them in good stead as they move on to the next stage of learning and eventually into school.

Staff support children in their play by gathering information about their interests and abilities from parents about what children can do at home. This enables the staff to begin to plan to meet the children's individual needs from the start. This is an ongoing shared learning experience as parents are invited to take children's learning journeys home whenever they wish and to make regular contributions. These records are detailed and comprehensive and build a clear record of children's progress. Staff organise sessions with parents to go through children's development records and be involved in planning next steps. This includes the progress check for children aged two. This valuable exchange of information means that staff and parents work closely together to support the children.

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

Children are happy, confident and have fun in the stimulating learning environment. Staff build good relationships with the children and know them well. They understand and support the needs of those who on occasion find the pre-school session challenging. They recognise and value individual circumstances and cultures. Festivals and events important to children are celebrated. Staff show respect for each child and their family. Children are

lively and curious and behave generally well. However, not all staff go far enough in supporting children's understanding about others needs and the need to share and help tidy away toys.

Children clearly feel safe as they move confidently around the pre-school. Gentle reminders from staff help them begin to learn how to keep themselves safe. Such as explaining why it is a good idea to sit at the table when eating. Children have ample opportunity for fresh air and exercise. They choose whether they want to play inside or outside and explore a good range of resources that promotes their physical development. The toys and activities are easily accessible and set out in designated areas, this encourages children to help themselves and follow their own interests.

Staff help prevent cross infection as a follow good practice when they attend to children's personal needs or prepare snacks. Children follow good hygiene routines as they know they need to wash their hands before eating and after using the bathroom. Snack time is a sociable time that promotes independence as children help prepare the snack and sit and chat to each other and the staff. Children access drinks whenever they wish. Children find out about looking after themselves as the 'Tooth lady' regularly comes in, talks to them and shows them how to look after their teeth. She provides information for parents about what is good for children in their packed lunch boxes. However, some staff give mixed messages because their own diets do not reflect the nursery healthy eating policies and the children are able to observe this practice.

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

Staff organise the day-to-day practice well, they work well as a team and deploy themselves effectively. Children settle quickly as they know and follow the routines of the day. Staff take into account the views of parents, children and other professionals and use the information to influence future plans. Although the pre-school recently moved to its present site, all recommendations from the last inspection in their previous premises have been addressed. Focus areas identified for future development have begun to be implemented. For example, providing opportunities for parents to see their children in the pre-school and talk to staff at a dads, mums and grand parents breakfast time. Staff are keen to increase their knowledge and skills. They have good links with the local authority early years advisers from whom they seek training information and advice.

Staff have a robust knowledge and understanding of their roles and responsibilities for keeping children safe. Clear policies and procedures support their practice. All staff attend safeguarding training and are aware of the procedures to follow if they have any concerns about a child in their care. Thorough risk assessments are in place and there are daily checks to help keep hazards to children to a minimum. Policies and procedures, including child protection and complaints, are available to parents. All children's documentation is accurately maintained and stored securely. Confidentiality is observed at all times.

A strength of the preschool is the partnership with parents. Parents speak extremely

highly of the pre-school and comment on how well their children are progressing. They state that their children love attending and regularly ask if it is a pre-school day, and are genuinely disappointed if it is not. Staff work closely with parents and other agencies who are involved with individual children, particularly those children with special educational needs and/or disabilities. Staff are building links with local schools and teachers are invited in to meet the children before they go into school. Parents are asked to pass children's records onto the school to ensure that the teachers have vital information about the children's interests and abilities, to help children move on successfully.

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	EY460867
Local authority	Windsor & Maidenhead
Inspection number	908483
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	30
Number of children on roll	54
Name of provider	Lilliput Learners Playgroup Pre-School Committee
Date of previous inspection	not applicable
Telephone number	01753858774

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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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