

Lilliput Farm Day Nursery

Lilliput Farm Day Nursery, Big Hind Heath Farm, Hind Heath Road, SANDBACH, Cheshire, CW11 3LZ

Inspection date	28/10/2013
Previous inspection date	01/08/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children form warm relationships with adults and their care needs are consistently met, effectively supporting their personal, social and emotional development.
- Activities, experiences and opportunities enable older children to make satisfactory progress across all seven areas of learning.
- A well-resourced outdoor area enables children to develop their confidence and to explore using their senses.
- Staff praise and encourage children and as a result they behave well.

It is not yet good because

- Self-evaluation is not precise or thorough enough and therefore, does not fully identify and prioritise targets for improvement to improve outcomes for children.
- Systems for staff appraisal and supervision do not always fully address the training and development needs of all staff.
- Children's independence is not fully encouraged during routine tasks, such as, choosing, preparing and serving themselves meals, snacks and drinks.
- Observation, assessment and planning does not fully support younger children to consistently make good progress towards all of the early learning goals, given their starting points.

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 carried out joint observations with the manager and the deputy manager.
- The inspector took account of the views of parents spoken to on the day.
- The inspector met with the manager and spoke with a range of staff at appropriate times during the inspections.
- A range of documents were inspected including children's files, planning, assessments, staff suitability and nursery policies.

Inspector

Natasha Richards

Full Report

Information about 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 sensory garden and a musical courtyard.

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 five years to 11 years. There are currently 115 children on roll. The setting supports children with special educational needs and/or disabilities.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are 25 members of staff, including the manager, 19 of whom work directly with the children. Of these 19 staff, one has Qualified Teacher Status, two have a Degree in Early Childhood Studies, 15 hold level 3 qualifications and one has a qualification at level 2. The setting receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure younger children make good progress towards the early learning goals by using their starting points and information gained through observations and assessments to provide them with challenging and enjoyable experiences
- ensure high quality learning experiences for all children by identifying and addressing the training and development needs of all staff by embedding a robust system of supervision and appraisal.

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

- encourage children to further develop their independence during daily routines, for example, by choosing, preparing and serving themselves at meal and snack times
- implement rigorous and effective systems for self-evaluation to inform priorities and set challenging targets for improvement that supports children's achievements over time.

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

Children are happy and content in a welcoming and child-friendly environment. They have lots of fun and a positive attitude towards their learning. Staff work closely with parents at registration to establish children's starting points and care routines. Children have a learning journal, which contains some observations. Observations are sometimes used to plan for children's individual learning needs and assessment demonstrates their satisfactory progress towards the early learning goals.

Staff plan exciting learning experiences for the older children using resources from the natural world to develop children's understanding of mathematical concepts. In the pre-school room the children uncover a selection of pumpkins ranging in size and use these to order and to practise counting. Children are encouraged to think critically and to consider how they might order the pumpkins; they are actively involved in the problem solving process. They are given the opportunity to talk about their own experiences and their contributions are valued and praised, further developing children's love of learning and encouraging them to develop their self-confidence. This helps children develop the necessary skills in readiness for their next stage of learning.

Staff share story sacks with younger children and aim to enhance children's communication and language skills using a range of story books and puppets. Children are

fully engaged in this experience and enjoy warm relationships with staff members who encourage them to share their thoughts about the story and repeat familiar words and phrases. Although children enjoy this activity staff do not fully consider the opportunities to develop individual children's vocabulary and language skills in relation to their starting points.

The needs of children with special educational needs are effectively met as the nursery works in partnership with other professionals to meet children's specific needs. Clear individual education plans are in place and staff work hard to ensure that individual children make suitable progress towards their targets. This nursery has inclusion at the heart of its practice and places high importance on this.

All children in the nursery are involved in raising geese, guinea fowl and chicks, and are able to help care for them as an ongoing learning experience. These animals are kept in the outdoor nursery environment where children continue to feed Pippin, the hand reared goose. This develops children's awareness of living things and gives them chance to talk about the things they have observed. All groups also plant fruits and vegetables in their outside area and these are then harvested and used in the kitchen to teach children about food and nutrition. Potatoes from the garden have been used to teach the children that they can be made into mash, roasts and even crisps developing children's understanding of food and where it comes from.

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

A key person system is in place and staff work closely with parents to ensure they know children, their care needs and routines well. This helps to support children's transition into the setting. Children have formed warm relationships with all staff and are happy and confident within the setting.

Children have daily opportunities to be active in the well-resourced outside area, which includes a musical courtyard, a wildlife meadow and a sensory garden. They learn about taking risks and keeping themselves safe. Children have great fun feeding the goose, growing vegetables and planting seeds; staff are beginning to use this resource more effectively to support and enhance children's learning. The cook utilises produce from the garden to make a range of healthy and nutritious meals and children are encouraged to follow good hygiene practices after handling fruits and vegetables from the garden. Children enjoy a range of fresh fruit and fresh drinking water to promote their health and well-being. However, opportunities to develop their independence further during routines, such as lunch and snack time are not fully utilised.

Staff offer a mostly varied and interesting learning environment. All resources are easily accessible to all children and they have uninterrupted time to play and explore. Staff help all children prepare for transitions. For instance, staff provide opportunities for children to visit with their parents before they start at the setting. This supports them to become familiar with their surroundings and parents feel that this was a strength of the nursery. On transition to school the local reception class teacher visits the nursery to get to know

the children to help ensure a smooth transition. This helps children feel safe and secure as they move on to their new setting.

Children behave well and are courteous and considerate of others. They enjoy the company of other children and play co-operatively together. Staff are good role models and provide lots of praise and encouragement which promotes children's confidence and self-esteem.

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

Staff are aware of their roles and responsibilities with regard to protecting the children in their care. For example, they know who they would consult and report any concerns to, should they have a child protection concern. There is a robust procedure in place relating to staff recruitment, which means that all adults in the setting are suitable to work with children and their ongoing suitability is regularly reviewed. Effective risk assessments are in place for both the inside and outside areas, consequently risks are eliminated and the environment is safe for children to move around freely.

The management team are keen to develop the service they provide and are committed to raising standards. However, strengths and weaknesses are not yet clearly identified. Staff supervision and appraisal are in place and systems are established to support staffs' continuing professional development. However, these processes are not clearly focused on the individual training needs of the staff to bring about further improvement.

Staff have a suitable understanding of the learning and development requirements. However, the monitoring of the educational programmes are not thorough enough to ensure that observations and assessments for the younger children are used effectively to plan sufficiently challenging learning experiences. A daily two-way sharing of information also keeps parents suitably informed of children's routines and learning activities. Parents have access to all policies and procedures and are confident that they can ask the management for anything that they may need. Parents praise the nursery and the relationships between staff and children. Parents comment that, 'my children go outside every day, the children are settled and happy and they love coming to nursery'. Staff understand the benefits of working in partnership with others.

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	EY346471
Local authority	Cheshire East
Inspection number	878289
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	89
Number of children on roll	115
Name of provider	Hind Heath Farm Limited
Date of previous inspection	01/08/2011
Telephone number	01270 762 208

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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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