

Lilliput Childrens Day Nursery

254 Alcester Road South, BIRMINGHAM, B14 6DR

Inspection date	14/11/2013
Previous inspection date	18/03/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 enjoy their time at this welcoming and supportive nursery where they make good progress in their learning and development. They are supported by practitioners who have a good understanding of how children learn.
- Practitioners have a warm and caring rapport with the children which helps them form strong attachments. They are knowledgeable about children's individual needs and this promotes their well-being very effectively.
- There are good relationships with parents and carers, and they fully contribute to their children's care, learning and development providing continuity, and a smooth transition from home to nursery.
- The provider and management team have good systems in place to monitor the educational programme and children's progress. They are committed to continuous improvement and involve parents, carers and children in self-evaluation.

It is not yet outstanding because

- Opportunities for pre-school children to further extend their understanding of the world, by using resources to explore and investigate, such as magnifying glasses, magnets, torches and natural materials, have yet to be fully extended.
- Opportunities for children to further enhance their creative skills and talents by being able to access a range of materials and resources in their own time, have yet to be fully embraced.

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 playrooms, and pre-school children taking part in a weekly indoor physical activity session provided by a visitor to the setting.
- The inspector spoke to the provider, manager, deputy manager, practitioners and children throughout the inspection.
- The inspector held meetings with the provider, manager and deputy manager and discussed the setting's monitoring, evaluation procedures and improvement plans.
- The inspector looked at children's assessment records, planning documentation, evidence of practitioners' suitability, and a range of policies and record keeping procedures.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Jacqueline Nation

Full report

Information about the setting

Lilliput Children's Day Nursery was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two settings owned by the provider and is situated in a converted domestic premises in the Kings Heath area of Birmingham. The nursery operates from three rooms and there is a fully enclosed area available for outside play. It serves the local area and is accessible to all children.

The nursery employs 13 members of childcare staff, 12 of whom hold appropriate early years qualifications at level 3, with one member of staff working towards a level 3 qualification. The nursery opens Monday to Friday, all year round, except for Bank Holidays and one week at Christmas. Sessions are from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 52 children on roll who are in the early years age group. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance further the opportunities for children to access creative resources in their own time, to extend their learning in expressive art and design. For example, by providing easier access to resources to develop their creative skills, such as paint, recycled materials, play dough and collage materials
- build on opportunities to support pre-school children further in their explorations of how different objects work by incorporating resources and equipment, such as magnifying glasses, magnets, torches and natural resources in their play.

Inspection judgements

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

Children enjoy attending this welcoming and friendly nursery where practitioners enable them to make good progress in their learning and development. All children take part in a broad range of interesting and challenging experiences which cover all areas of learning. This means they develop the skills and confidence they need to be ready for their next stage in learning. Practitioners interact well with the children and ask open-ended questions to promote their language and thinking skills. They listen very well to the voices of all children, especially those known to be quieter. Practitioners make sure they are involved in activities, and discussions taking place during a story session, and while having

their lunchtime meal. Practitioners respond successfully to what children are doing and saying, recording their comments in the 'My mind, my choice' book. They plan activities to extend children's learning, such as a very successful topic about space and planets in pre-school room. Children are very confident speakers, and enthusiastically share their knowledge about the different planets, and their various components using terms, such as 'ice rocks and dust'.

Children's communication and language skills are fostered effectively from any early age using strategies, such as 'Time to talk'. The nursery work alongside parents and share tips and knowledge to further support children's learning at home. Practitioners respond to babies and younger children's emerging words, making sure they have face to face interactions, and by repeating and emphasising new words. Younger children also like to sit and look at books, turning over the pages, naming objects they can see, such as a train. All children enjoy listening to their favourite stories and singing action songs. Practitioners use props to extend children's enjoyment and understanding, and children love familiar stories and use words, such as cocoon. Children use a range of resources to make marks, such as crayons, chalks and paint, and they use brushes and water to make marks on special mats in the baby room. Older children are beginning to link letters and sounds, and practise writing their name. They are encouraged to make up stories, and these are recorded by practitioners. Children also tell stories to their peers, and this gives them the opportunity to explore their own ideas, and use their imagination. This resulted in lots of laughter, and enjoyment as the story teller takes on different roles, for example, being a princess, a dinosaur, and a giant stamping their feet.

Children develop mathematical skills and use numbers and counting during daily routines and activities. They learn about shape and space as they complete puzzles, and younger children fit shapes in shape sorters. Practitioners introduce simple calculation, such as adding and taking away, and this further encourages children's problem-solving abilities. Children begin to learn about technology by using interactive toys, and touch screen computers. They learn about the needs of others and the world around them. Children have opportunities to take part in fund-raising activities, and learn about different festivals and celebrations, such as Eid, Diwali and Halloween. Children's physical development is given good attention. They enjoy time spent outside, playing in sand and climbing on the rock climbing wall. All children are active and keen learners. They have frequent opportunities to play outdoors and benefit from fresh air and exercise. Older children show their considerable physical skills and motivation as they excitedly take part in an indoor activity facilitated by a visitor to the nursery. Children know the routine well; they listen and follow instructions, and clap in time with the music. After the warm session, they put their hands on their heart to check if it's 'beating faster'. Children confidently show their own dance moves, they skip, shake up and down and jump. They balance with bean bags and practise throwing and catching. Children are recognising the impact exercise has on their bodies, and some children say they are 'really tired'.

Resources within each playroom are appropriate to their specific ages and stages of development. They are arranged to make them easily accessible, and children have space to play and be active. However, there is scope to enhance the opportunities for all children to access creative resources in their own time, to extend their learning in expressive art and design. For example, by providing easier access to resources to develop their creative

skills, such as paint, recycled materials, play dough and collage materials; and for the pre-school children to build on opportunities to support children's learning by finding out how different objects work by incorporating resources and equipment, such as magnifying glasses, magnets, torches and natural resources in their play. Children are given time to develop their skills in becoming independent, they register themselves in the room on arrival, using both photographs and name cards. Older children are encouraged to serve their own food at lunchtime, and take on the role as helper after snack time. Younger children are encouraged to begin to feed themselves.

Since the last inspection, the systems for planning, observation and assessments have been reviewed. This now shows clear and effective links to the Early Years Foundation Stage, and each area of learning. Systems to assess children's starting points in their learning on entry and transitions across the nursery are secure. Children are supported well by practitioners, and their key person who plan activities using the information they gain from observing children. This means that children's individual learning and development needs are met, and children move forward in their learning. All about me books and learning journals give parents an overview of the progress children are making towards the early learning goals. Development summaries provide parents with regular updates about their child's achievements. There are many opportunities for parents to become involved in their child's learning at home and contribute to their assessment records with their own observations.

Overall, the quality of teaching and learning is good. Practitioners demonstrate a clear understanding of how to help children achieve well. Their engagement with parents in enhancing children's learning at home and within the nursery is good. The thoughtfully planned playrooms create enabling environments for all ages of children to promote their independence and engage them in purposeful play. Overall, children are supported well to acquire the skills and capacity to develop and learn, and be ready for the next stages in their learning.

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

Children develop close and caring relationships with all practitioners, and particularly with their key person. Practitioners work closely with parents during the settling-in sessions and detailed information is recorded reflecting children's individual needs. This helps the key person gain an insight into each child's starting points in their learning, and parents' preferences. A good emphasis is placed on promoting children's personal, social and emotional development. All children, from the very youngest babies, show a strong sense of belonging within the provision. They become familiar with the daily routines, and the practitioners in their rooms. Young children know practitioners will respond when they reach out to be picked up or need reassurance. This supports children's social and emotional well-being. Practitioners are kind, attentive and have a warm rapport with the children. They provide children with calming experiences throughout the day, such as quiet times and story time. Practitioners work at the children's level, sitting on the floor and sensitively joining in with their play. Good attention is given to monitoring the learning and care routines of babies and younger children. Parents are provided with a daily diary which outlines their child's day and learning achievements. Good arrangements are in

place when children move rooms within the setting, making sure the new key person is knowledgeable about each child's developmental needs, interests and parents' preferences. This helps to ensure a smooth transition for children.

Safety within the setting is given good consideration and effective steps are taken to minimise risks to children. For example, the premises are secure, practitioners are well deployed, they are vigilant and supervise the children well. Children's behaviour is good. Practitioners are good role models and speak respectfully to children at all times. Positive friendships between children are clearly evolving, and this is evident as they play together well. Practitioners help children to understand some simple rules, such as playing nicely together and learning to share and take turns. They praise children for their achievements, listen and value what they say and do. This helps to boost children's confidence and self-esteem. Children learn how to keep themselves safe as practitioners help them to use resources and equipment in a safe way, and they take part in regular emergency evacuation drills.

Inclusive practice is successful as the nursery makes sure all children and families are valued, respected and included. Strategies are in place to support children with English as an additional language to ensure they progress well given their starting points. Practitioners work with parents to see how they can support children, and they use picture cards to help children during daily routines and activities. The nursery recognises the importance of working in partnerships with other agencies. They have established links with a range of professionals who provide support and advice for children with special educational needs and/or disabilities. This ensures timely intervention for children to help them achieve well.

Children's specific health and dietary needs and allergies are well documented and understood by the practitioner team. A healthy lifestyle is encouraged and children keep active through frequent opportunities to play outdoors or take part in physical play indoors. Meals and snacks are nutritious and enjoyed by the children. Freshly cooked meals are prepared at the nursery each day, and children enjoy a wide range of meals and fresh fruit snacks. Children confidently access their drinks in their rooms and learn about good hygiene practices as they wash their hands before mealtimes and after using the bathroom. Children are developing many skills to effectively support them in their future learning. They use their imagination well, develop independence and are happy and enjoy what they are doing. Their all-round development is fostered successfully to help them confidently embrace their move to school.

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

Leadership and management are good. Since the last inspection the owner, manager and practitioner have placed a strong focus on quality improvement to help the setting move forward. They demonstrate a strong commitment to ongoing improvement in order to drive forward positive changes in the nursery to benefit children. Actions from the last inspection have been implemented successfully. Future plans are focussed and well-targeted, and include the views of parents and children. Practitioners have developed their

knowledge and understanding of the Early Years Foundation Stage to enable them to support children's learning and development more effectively. Procedures to observe and evaluate practice within the setting have been reviewed and this, together with close monitoring of the educational programmes, ensures all children achieve well. The planning and assessment systems and the quality of teaching and learning are monitored. This ensures that children make good progress and activities and experiences are shaped to meet children's individual learning and development needs.

Safeguarding is given good consideration and the management team demonstrate a good level of commitment to promoting children's safety and well-being. Practitioners demonstrate confidence in the effectiveness of the procedures regarding allegations of abuse and reporting child protection concerns. The safeguarding policy is available to parents together with information about practitioners' roles and responsibilities in the nursery. The provider is clear about following guidance, such as the 'Twelve steps to safer recruitment'. This ensures new staff are suitable for their role and to have contact with the children. Ongoing suitability is discussed and all practitioners are aware of their duty to inform the owner and manager of any issues affecting their suitability. The arrangements for supervision, appraisals and professional development are working well. Practitioners have opportunities to complete training to enhance their professional development. Children's health and safety is assured through the consistent implementation of policies and procedures. This includes risk assessments and daily safety checks. Staff are vigilant about arrival and collection procedures and good security precautions contribute to children's safety. All visitors are required to produce identification before entering the building and sign a visitor's book.

Partnerships with parents and external agencies consistently contribute to meeting children's individual needs. Links are established with local schools and other providers to ensure successful transitions for children and continuity in their care and learning. Transition documents are prepared by practitioners when children leave the setting and this helps support parents and children when they start school. Partnership with parents is valued and they are provided with a good range of information about how the provision operates. Social evening, drop-in sessions and parent workshops are planned to foster partnership working and parents welcome these opportunities to talk to practitioners. Parents speak very positively about the nursery. They comment on the good progress their children make and the skills and abilities they acquire with practitioners support, such as confidence, social skills and a kind and caring manner. Parents are pleased with the strong focus on younger children's speech and the nice routines that help children settle. Parents say they are supported well by the management team and practitioners and receive good feedback about their children's progress and how this links to the early learning goals. Practitioners create an environment that is welcoming and supportive where children are able to enjoy their learning and grow in confidence, and develop the underpinning skills needed for their future success.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY408101
Local authority	Birmingham
Inspection number	915970
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	52
Name of provider	Lilliput Childrens Day Nursery Limited
Date of previous inspection	18/03/2013
Telephone number	01214441788

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

