

# Lily Daycare IV

Sneinton Childrens Centre, Edale Road, NOTTINGHAM, NG2 4HT

## Inspection date

29/11/2013

Previous inspection date

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

- Teaching is securely based on staff's thorough knowledge of the Early Years Foundation Stage. Therefore, they make good use of opportunities to promote children's learning through free play and structured activities.
- Children are motivated and keen to learn in this very inclusive and welcoming nursery. They show high levels of curiosity and imagination, and demonstrate positive relationships with their peers and staff.
- Partnerships with other agencies are strong with regard to sharing a comprehensive range of information that aids staff in meeting children's safeguarding, care and learning needs.
- Relationships between children and staff are very good, therefore, fostering a strong sense of belonging and ensuring that children are confident learners.

### It is not yet outstanding because

- The use of the outdoor provision and time outside is not fully explored to enhance children's learning, in all weathers, through more practical first-hand experiences.
- There is scope to maximise children's good learning through staff more effectively guiding parents to support their child's learning at home through different play activities and experiences.

## 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 the main playrooms and the outside learning environment.
- The inspector held meetings with the manager and looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting and a range of other documentation.
- The inspector also took account of the views of staff and children spoken to on the day.

## Inspector

Angela Hufton

## Full report

### Information about the setting

Lily Daycare IV Nursery registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in Sneinton Children's Centre in the Sneinton area of Nottingham. Lily Daycare IV Nursery is one of four run by Lily and Company Limited. The nursery serves the local area and is accessible to all children. There are two enclosed play areas available for outdoor play.

The nursery employs a dedicated cook and administrative staff plus 17 members of childcare staff. Of these, 10 members of staff hold a childcare qualification at level 3, with two working towards a foundation degree. Five staff have a relevant childcare qualification at level 2, with most working towards level 3. The deputy manager has a degree and Early Years Professional Status as does the company operations director. The nursery opens Monday to Friday for 51 weeks of the year. It is closed for one week at Christmas. Sessions are from 8am until 6pm. There are currently 69 children on roll who attend for a variety of sessions.

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:

- enhance the use of the outdoors so that children have rich opportunities, over longer daily periods, to investigate and experience the natural world, such as through growing plants, learning how the weather changes, or choosing how and when to take their play outside
- support and guide parents more effectively in how they can use different experiences and play opportunities to extend their child's learning at home.

## Inspection judgements

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

Children's progress is good because staff have secure knowledge of how children learn and successfully implement the Statutory framework for the Early Years Foundation Stage. Staff value the importance of gathering useful information about each child's starting points. This means they take full account of each child's learning needs from the time they

start in the nursery. Staff understand how children learn through play and carefully plan a range of activities and experiences that are appropriate to support children's progress. Each child's interests, age and stage of development is fully taken into account when planning these play opportunities. Staff undertake regular observations of the children and use the information gained to assess children's learning progress and plan for their next steps. Children benefit from good teaching and enjoy the activities offered. Staff use their knowledge and understanding of how children learn to adapt activities quickly to follow children's interests. Children remain engaged through this successful support. For example, as children are making snowman pictures, staff show them how to pull the cotton wool apart to make small pieces that stick more easily. Children enjoy the sensory experience of the cotton wool and staff talk to them about how light it is and how it floats. Children move on from the creative activity and become engrossed in learning about weight and how things float in the air if they blow them.

Staff are motivated and committed to ensure each child is cared for and supported effectively throughout their time at the nursery. As a result, children are happy, settled and make good progress in their learning and development. Each child has their own 'development file', which is shared with parents to help them understand how well their child is progressing. Parents are beginning to be guided by staff to support and extend their child's learning at home. Activities and ideas are shared between the key person and parents, encouraging them to understand the importance of play in learning. This is at an early stage and is not yet fully effective in maximising children's full potential. An open day has been arranged, where parents can see how staff guide children's learning. Staff work closely with the local schools and children are supported well in readiness for school.

Staff are particularly skilled in supporting children to develop their senses and provide frequent activities that give children freedom to explore for themselves. For example, staff encourage toddlers and babies to take part in a sensory experience with bright green sticky 'gloop'. They talk to them and encourage them to explore the texture and move their hands in it to make marks. Young children are encouraged to freely explore these sensations without fear of making a mess. They giggle with staff as they accidentally cover them with the gloop. Staff then support the young children to wash their hands and clean up, resulting in lots more giggles and splashing. Children's language and communication skills are promoted very well. This is because staff ensure that they are always on the child's level and take time to talk with the children. Older children enjoy a 'silly soup' game where they learn to match letter sounds. They then find matching words, such as 'frog and log' or 'bear and chair'. This successfully develops their language skills. Some staff speak other languages and talk to parents and children in their home language showing this is equally valued. Other staff learn important words in the child's home language, while also supporting them to learn English. While staff engage children well through a good range of indoor activities, use of outdoors, to enhance children's learning, is not maximised. Opportunities to provide extended time outdoors for a wide range of activities, such as for digging and growing plants are not fully explored. This has been identified by the nursery and plans are in place to improve the outdoor area and provide an area for children to grow plants. Inside children build with construction sets and play imaginatively with the trains and cars. Children use technology within all aspects of their play and learning. They enjoy dressing up and learn to take care of the 'baby' as they talk with staff about the doll needing a nappy on, or needing a sleep, telling staff they must be

quiet so as not to wake the baby up.

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

Children settle quickly because staff are kind, caring and sensitive to young children's needs. Children form warm and secure attachments with their key person and other staff. Consequently, children are happy and engaged in their play. Parents are kept up to date with their child's progress and care needs. This is successfully achieved by daily discussions, parents' evenings and regular access to their child's development file. Parents receive a clear summary of their child's achievements between the age of two and three. The nursery group is part of a pilot project, working with health visitors. The aim is to establish more effective joint working practices for the benefit of children. This effective multi-agency working and partnership with parents ensures all children are given good levels of support to meet their varying and individual needs.

Staff create a welcoming, safe, clean and stimulating environment for children. Colourful displays of children's artwork, posters and photographs create a welcoming and bright environment, which helps all children have a sense of belonging. Toys, resources and activities inside are attractively presented and appropriate for their age and ability. Children are confident and make independent choices in their play. There are daily allocated times to go outdoors, including for physical play. Children enjoy this time outside, benefitting from the fresh air and exercise. Staff understand the importance of creating a relaxed and fun-filled time for children. There are clear routines in place which help children feel secure. For example, children's attention is gained as staff sing each child's name as part of a song to encourage them to go to the bathroom before lunch. Effective nappy changing procedures and general cleaning of the toys and equipment help to promote the good health of children and prevent the spread of infection.

Children enjoy a good range of healthy meals and snacks, which are freshly prepared in the nursery and cater for all children's specific dietary needs. Staff use meal and snack times well to develop social skills and widen children's understanding of healthy eating. Children are provided with a good range of activities and experiences to help them learn about keeping safe. For example, children understand how to evacuate the building in the event of an emergency. Children begin to understand that during the day they need to tidy toys away, such as before tea. They show good levels of care towards toys and resources, carefully placing items in their correct storage places. Children's behaviour is good and their self-esteem is high. Staff sensitively guide children who require extra support in learning about what is expected of them.

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

This inspection was brought forward as a result of concerns raised about the nursery not reporting potential child protection concerns to the required authorities. It was identified that while the nursery had taken some action to protect children, they had failed to report to the relevant agencies within specified timescales. The nursery were warned that this is

a breach of regulations. However, because they have promoted children's welfare through arranging support and meetings with the local authority, including the designated safeguarding officer, this was deemed a lapse of normal practice. The nursery group usually adhere to all regulations because of their knowledge and understanding of requirements and clearly defined safeguarding policy and procedures. There is a strong partnership with the relevant agencies to ensure children's ongoing well-being and protection is maintained effectively. Other policies and procedures, such as behaviour management, support staff to take appropriate steps if issues occur.

The recruitment and selection of staff is robust and rigorous, with all relevant checks completed. Staff attend regular meetings and there is a detailed and thorough performance management system in place. This encourages and identifies areas for self-development and training needs, with staff encouraged to extend their knowledge through higher level qualifications. Staff say they are happy in the nursery and this is demonstrated by staff remaining at the nursery for some time. This ensures children are cared for by consistent people they are familiar with, promoting children's continuity of care and welfare. The nursery's self-evaluation and how this is used to assess children's learning and development and the overall quality of teaching and practice is thorough. It reflects the nursery aims and the management's vision for the provision. This means staff effectively identify any areas for improvement and monitor whether improvement and any changes made are successfully improving the practice.

Partnership with parents is very positive and staff's approach is welcoming and supportive to them. The key person information is displayed and the children's individual learning journey files are accessible on a daily basis for parents. Parents feel confident to share information to staff keep updated on any changes. For example, parents bring in cake for children and staff when it is their child's birthday. Staff encourage parents to stay and join in while the cake is shared out. Staff take photos of the parents with their child to share this occasion with their wider family. This helps the whole family feel valued and included. The nursery's notice boards and displays provide additional information and local links for parents. Parents comment that they are very happy with the provision. They feel that children are making progress and 'run in and don't want to come home'. The partnership with local schools is good and information is shared and visits take place. The nursery fully understands the importance of working closely with other providers and regularly arranges meetings, including with local schools, to develop even more effective relationships. This supports the children to be prepared to move onto school with confidence.

### **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

<b>Unique reference number</b>	EY466365
<b>Local authority</b>	Nottingham City
<b>Inspection number</b>	945550
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	50
<b>Number of children on roll</b>	69
<b>Name of provider</b>	Lily & Co Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01159 705152

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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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