

Lilies Baby & Tots Children Centre

3a Neville Gill Close, Wandsworth, SW18 4BS

Inspection date

05/06/2014

Previous inspection date

15/11/2013

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

- The manager has established a strong system for monitoring, coaching and supervising staff, which means their professional development is well fostered.
- Children enjoy a wide range of activities, which staff thoughtfully base on children's interests and target their next stage of learning.
- Children's safety has a high priority and staff are vigilant about following safety procedures, for example, in outings.
- The staff team have a clear understanding of their role and work very well together to meet children's individual needs.

It is not yet outstanding because

- Children's independent play skills in the two years and over room are sometimes limited when staff schedule child-initiated play for short periods, and adults are somewhat directive.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children at play in each playroom and on an outing.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents to gather their views.
- The inspector examined a range of documents.

Inspector

Susan McCourt

Full report

Information about the setting

Lilies Baby & Tots Children Centre Ltd registered in 2013. It is a privately owned limited company. It operates from a building close to the Arndale shopping centre in the London Borough of Wandsworth.

The nursery is open Monday to Friday, 50 weeks of the year from 8am until 6pm. The nursery receives funding for the provision of free early education to children aged two, three and four years. The nursery supports children who learn English as an additional language and children with special educational needs and/or disabilities. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are 36 children in the early years range in attendance.

There are nine staff, including the manager, eight of whom hold relevant childcare qualifications. The manager holds a degree in primary education; five staff hold early years qualifications at level three and two at level two.

What the setting needs to do to improve further

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

- enhance children's independent skills by increasing their choices in adult-led activities and extending child-led activities.

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 to meet the learning and development requirements. They provide a broad range of challenging and interesting activities, which cover all areas of learning. Staff closely monitor children's learning and their interests. Staff ensure all plans link to children's preferences and closely focus on their next steps.

Staff have good teaching skills. Children in the twos and under room learn to be confident communicators. Staff are alongside them as they play and are very attentive to babies' facial expressions and gesture. This helps staff to facilitate their play interests and know that babies are engaged in play that interests them. As children begin to talk, staff consolidate and extend their vocabulary by speaking clearly and repeating what children say. This means that children hear a wide vocabulary and learn new words each day.

Babies and young children enjoy a wide range of sensory and exploratory play, independently exploring sand, dough, paint and water. They enjoy singing and staff are skilled at helping them choose songs and join in. All children go to the local park every day

and enjoy good opportunities to learn about nature as they see the ducks and swans with their ducklings and cygnets. Children in the twos and over room enjoy interesting and engaging play as staff enrich activities. For example, they put stones, sand, fabric and toy animals in a tray so that children can build landscapes and explore the different textures.

The provision for children to develop their personal, social and emotional skills is good. Staff give children warm and positive attention, which builds their self-esteem. Children enjoy the particular song and sign that staff use to signal when the activities are going to end, this allows time for children to finish what they are doing. Staff teach children how to manage their feelings, express themselves and play together. This provides a strong foundation for children's skills in this prime area of learning. Children have opportunities through the day for child-initiated activities, and staff are careful to provide resources, which mirror children's interests. However, these periods of time are not lengthy, which means that children do not consistently have time to develop their play ideas and extend their activities. Similarly, in adult-led activities staff sometimes focus too strongly on their ideas, rather than facilitate children to explore their own ideas. This has an impact on children's independent play skills, which can affect their developing problem-solving abilities, as they are not consistently thinking for themselves.

Staff have a well-established procedure for observing, assessing and planning for children's learning. The key person works with parents to establish children's starting points and observes the child in the setting to make a baseline assessment. Noting children's interests and preferences, staff plan activities, which will build on children's existing skills to extend their learning and development. Staff are careful to ensure that every activity relates to at least one child, which means that children enjoy learning and consistently develop their knowledge and understanding. Staff share children's achievements with parents at verbal handovers and in summary reviews, which staff write every few months. These track children's learning and help staff to identify and address any achievement gaps. Staff carry out the progress check at age two to give a summary review of children's progress. Parents add their comments to the learning journals and reviews. Staff plan optional homework for children to further build the partnership with parents. When children move on to school, staff prepare reviews and information to support the child to make the transfer as smooth as possible.

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

Staff are very effective key persons for babies and children. They work with parents to support the family's confidence in separating, and staff build warm and affectionate relationships with the children. Babies look to staff for reassurance and cuddles when playing, and toddlers enjoy the way staff get excited when they do. Pre-school aged children settle quickly to play and know their key person well, going to them for help and support if they need it.

Staff have created good learning environments for all children. Babies benefit from a wide range of activities and displays that they can reach and take part in. For example, there are family photographs and sensory items placed low on walls that babies can examine,

remove and put back. Play is organised in different areas in both rooms, so that children can go to the imagination or messy play areas, or settle in a cosy place with a book. Good quality resources are stored at child height, with well-labelled trays and drawers, which supports children's independence. A fully-equipped sensory room gives children good opportunities to explore using all their senses and relax. Having no outdoor space, staff use the local park and nature reserve to good effect by going frequently and looking for wildlife.

Children have good opportunities to learn about healthy lifestyles. Staff cook fresh food on the premises every day, and all meals and snacks include fresh fruit, vegetables or salads. Staff cater for all dietary and religious or cultural preferences, and sit with children as they eat. This makes meal times sociable occasions. Older children serve themselves and pour their own drinks, and babies feed themselves independently where possible. Staff take opportunities to teach children about healthy eating and how food helps growth and development, this consolidates previous learning in project and themed play. Children know why they follow well-established hygiene routines. Staff have thoughtfully placed pictures from a favourite story on the wall so that children can see how to wash germs off to stop them from getting poorly. Sleeping children have a separate space and staff consistently monitor them. Staff's approach to teaching children about safety is very good. They have set procedures based on risk assessments and children understand what to do themselves. For example, when on the walking-bus rope, children immediately stop when anyone says 'red light, stop' as they know someone has spotted a hazard. Staff foster children's physical skills well on daily outings and when playing indoors, including their small muscles for early writing skills.

Children's behaviour is good. Staff have created a set of simple rules for everyone to follow, and are very consistent in how they manage children's behaviour. Children know behaviour expectations and staff tackle any challenging behaviour firmly giving explanations about why, and the impact the behaviour has on other people. In this way, even very young children learn to share, take turns and take care of each other. Children enjoy having responsibility for tidying things away and being a helper for the day. They learn to identify and express their feelings, share their experiences and as a result build strong friendships. Overall, they gain strong skills for their future learning.

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

The manager has a good understanding of how to meet the safeguarding and welfare requirements. Staff are checked as to their suitability as part of the robust recruitment process. Any staff who start work prior to the clearance of checks are under supervision of other staff at all times and do not complete intimate care routines for children. Staff understand the safeguarding and child protection policies and demonstrate a good knowledge and understanding of how to report and record concerns about the welfare of a child. Risk assessments are rigorous and consistently implemented by staff, who carry out daily checks and follow detailed procedures. Other documentation and records are professionally maintained and well-organised, which underpins children's well-being.

The manager works alongside staff in the twos and overs room and has a strong awareness of all staff's strengths and areas for development. She organises the induction and probationary periods to make sure that staff have the skills and ability to contribute to the team. Staff have a clear understanding of their roles and responsibilities and work well together for the benefit of children. The manager conducts supervision sessions with all staff on a monthly basis and works with them to set action plans to build their skills. She carries out observations of staff as they work and reviews all aspects of their work. This means she has a very secure knowledge about all aspects of the provision. The manager works with staff and consults with parents to ring about improvements to the provision. For example, she supports staff to build upon their group activities, making sure that the changes will have a positive benefit for children. The manager sets clear action plans to achieve targets, and sets a high standard, supporting staff to achieve well. She reads all the summary reviews so that she knows where all children are in their development and can support staff to address achievement gaps by coaching, or adapting the provision. This demonstrates that the manager and her team have a good capacity to continuously improve.

Parents appreciate how staff adapt the settling-in process to support the whole family. They use communication diaries to share information about the child's routine and achievements and parents can see the learning journals at any time. Staff supply books and homework ideas so that parents can continue the work on children's next steps, should they choose to. The manager has recently appointed three parent representatives to work with her to further improve the partnership with parents. The manager and staff have links with the local authority staff and make good use of their support. This means that they can quickly bring in any professional support that children with additional needs may need. The manager has initiated contact with receiving schools and organised some visits to build the partnership. She is also working with the local children's centres to signpost families and make links. The manager has a good understanding of how partnerships support children's consistent care.

The Childcare Register

The requirements for the compulsory 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	EY459457
Local authority	Wandsworth
Inspection number	963543
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	35
Number of children on roll	36
Name of provider	Lilies Baby & Tots Children Centre Ltd
Date of previous inspection	15/11/2013
Telephone number	07951214993

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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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