

# Lilliput Day Nursery

12 High Street, SPALDING, Lincolnshire, PE11 1TW

## Inspection date

Previous inspection date

16/05/2014

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

- All practitioners demonstrate a comprehensive understanding of safeguarding. Effective recruitment and induction procedures are in place and supervision and training is given high priority. Children's welfare is therefore fully promoted.
- Highly effective leadership and management strategies have brought about swift improvement. Practitioners feel very well supported and are confident about their responsibilities as communication is good.
- Teaching throughout the nursery is good, with some aspects of outstanding practice. Children become independent, capable, curious learners and make very good progress towards the early learning goals.
- Partnership working with parents supports continuity in children's experiences in the nursery and at home as plentiful information is shared at induction and throughout children's time in the nursery.

### It is not yet outstanding because

- Not all practitioners consistently help children learn to behave well as sometimes unwanted behaviours go unchallenged or children are not given clear explanations to support them to resolve conflicts themselves.
- Some practitioners lose focus on the structure of activities during transitional times of the day. Consequently, children are not always managed effectively and become bored.

## 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 discussed the educational programmes with the manager.
- The inspector had a tour of the premises and held a meeting with the manager and owner of the nursery.
- The inspector carried out a joint observation with the nursery manager.  
The inspector checked evidence of the suitability and qualifications of the
- practitioners working with the children, the provider's self-evaluation, policies, the improvement plan and other documentation.
- The inspector took account of the views of parents and carers.

## Inspector

Deborah Hunt

## Full report

### Information about the setting

Lilliput Day Nursery was re-registered in November 2013 on the Early Years Register and the compulsory part of the Childcare Register. The nursery operates from a three-storey, listed building, in the market town of Spalding, Lincolnshire. Children have access to seven playrooms. The nursery serves children from the local and surrounding areas and is accessible to all children. There is an enclosed play area for children's outdoor play. The nursery employs 14 members of childcare staff; the majority of whom hold appropriate qualifications at level 3, with three holding a qualification at level 2. Two members of staff are working towards a higher level qualification at level 2. The deputy manager is undertaking an early years degree and the manager has just begun a qualification at level 5. The nursery opens Monday to Friday, from 7am to 6pm, all year round, except for bank holidays and one week at Christmas. Children attend for a variety of sessions. There are currently 69 children on roll; all of whom are in the early years age group. The nursery supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. They receive support from the local authority and have completed the local authority quality assurance scheme.

### What the setting needs to do to improve further

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

- enhance staff understanding and implementation of behaviour management strategies to ensure that children develop increasingly high levels of self-control and learn to consistently share and take turns
- consider the organisation and management of transitional times of the day so that children remain engaged and focused in their learning.

## Inspection judgements

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

Practitioners at this revitalised nursery know children well. They offer them a good and improving range of resources, and activities closely match their age and stage of development. Children make their own choices and follow their interests through easily accessible resources. They are well occupied and enjoy their time in the nursery as practitioners plan carefully to provide activities which follow children's interests. Practitioners collect a comprehensive set of information from parents about children before they start attending. This enables them to complete a baseline assessment on entry and children begin learning effectively from the start. Practitioners demonstrate a good understanding of the learning and development requirements and the seven areas of learning. The quality of teaching throughout the nursery is good, with some aspects of

outstanding practice. Planned activities offer children challenge, and focus on the next steps in each child's learning. The educational programmes offer a good balance of adult-led and child-initiated activities throughout the day. Initiatives, such as enhanced planning, ensure that children derive the greatest benefit from their learning. For example, babies become fascinated by an activity involving ice. Practitioners provide wide-ranging, additional, ice-related activities as they add animals, cherries and cars to the ice to offer them extended opportunities to explore. The babies hear new language and develop their sensory awareness as they learn the colour names of cars and taste the fruit. Practitioners assess children's achievements and track and monitor their progress successfully. Through frequent daily opportunities to work in small key groups, children's progress is closely monitored. The individualised approach taken ignites children's love of learning and motivates them to acquire new knowledge. This supports them in readiness for the next stage in their learning, including school.

Practitioners offer children a wide range of toys and resources to support their play and learning. They spend time at children's level, chatting about their home, family and activities both here and away from the nursery. This provides children with a consistent learning experience. Toddlers enjoy circle time with their key person as they sing activity songs and nursery rhymes. Practitioners clearly pronounce the words to help new children pick up the songs, and children respond to their enthusiasm and clear enjoyment. Staff offer children choice as they ask which songs they would like to sing and inject humour into their conversation with them. Children therefore learn that singing can be fun, and interact well together throughout the activity, as they perform actions and laugh together. Pre-school children develop critical thinking skills as they use cardboard, wooden boxes and shapes imaginatively. They create their own fire truck, which they sit in and ride back and forth on cardboard cylinder wheels. The practitioners with them offer them praise for their efforts and through their skilful teaching help them modify and improve the design. Children show pride in their achievements and sustain interest as they create a puzzle out of a cardboard box and wooden blocks. They study the shapes carefully to ensure the pieces will all fit inside, working cooperatively together to achieve this. Children throughout the nursery develop competent physical skills through use of the outdoor learning environment. They run, scoot, hop, climb, crawl, play tennis and cricket and learn to catch a ball. They are busy, active and engrossed in a wide range of activities during their time outside. They load bark chippings into their digger, create imaginative shapes with construction blocks and become monsters during a game in the playhouse. Such activities foster their adventurous spirits, offer them new opportunities and help them learn the value of time spent outdoors. Children's literacy is thoughtfully promoted as they enjoy singing and stories daily. For example, pre-school children are read to spontaneously as they choose their favourite books. Babies also choose their own from the low book case and snuggle in to practitioners as they read with them. Children with special educational needs and/or disabilities and those speaking English as an additional language receive good levels of support. For example, they see the alphabet in their home language and are supported to understand the nursery routine through visual timetables in each room. Their individual needs are fostered well and good partnership working with parents and other agencies ensures they make effective progress in their learning.

Practitioners help children develop independence increasingly as they move through the nursery, in recognition of the need to prepare them for school. For example, as children

arrive they encourage them to take off their coats and hang them on their coat peg. During activities they offer children choice and prompt them to select their own resources. They also support children to think creatively and solve problems themselves. Practitioners develop mutually beneficial relationships with parents and provide detailed verbal feedback about their children's activities in the nursery. Valuable information is shared about children's abilities and what they enjoy and can do, either at home or in the setting. This means practitioners fully support children's continuity of learning to help them make very effective progress towards the early learning goals.

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

Children develop friendly, trusting relationships with practitioners who are warm, caring and interact positively with them. They offer children cuddles whenever they are needed and their constant presence helps children feel secure in their care. The significant enhancements brought to the key-person role mean that excellent relationships exist with parents. They work very closely together to support children as they begin attending and seek to manage the induction to suit each individual family's needs. Consequently, children settle easily and their emotional well-being is given high priority as they move from their home into the setting. Risks are sensibly managed to allow children the freedom to experience some risk safely and protect them whenever necessary. Practitioners are vigilant throughout the day to ensure children remain safe and offer them age-appropriate explanations. For example, when pre-school children make their truck, a practitioner explains she needs to hold onto the front of the vehicle to stop them falling out. Older and younger children interact positively together and older children are solicitous of their younger peers' well-being. Children generally respond well to the good organisation and routines of the nursery day. However, in the pre-school room transitional times of the day are not as well considered and children become over excited and unable to concentrate or behave in their usual positive manner. Additionally, although generally children behave well and practitioners are good role models, they do not always deal effectively with children's unwanted behaviours. For example, they do not always challenge children when their behaviour does not meet expectations. The inconsistent approach means children do not always learn effectively about right and wrong. However, practitioners are calm and positive and this is reflected in the majority of the children's demeanour throughout the day.

Children learn to adopt a healthy attitude to food as they are offered nutritious, balanced meals each day, which are freshly cooked on the premises. The nursery has received an award for their commitment to promoting the 'eat better, start better' initiative. This enables them to help children learn about portion size and the value of eating fresh, seasonal produce. Additionally, they offer children opportunities to grow their own vegetables, such as beetroot and leeks, which they eat as part of their nursery meals. Practitioners help them plant herbs to develop their sensory awareness, and fruit trees which enable them to see how long it takes for fruit to grow. Meal times are social occasions, and practitioners eat with the children, promoting the value of sitting together to eat. Overall, the nursery takes great care that children are learning to live and grow healthily.

Children have daily opportunities to play outdoors in the enclosed play area, where they enjoy a number of activities, and practitioners are beginning to undertake trips locally with them. They can be active or quiet, as they choose, and enjoy spending time in the tent with their friends, where they chat about their nursery day. Practitioners are mindful of each child as they play outside, to ensure children are offered an inclusive experience. For example, a practitioner spots a young child who is sitting tearfully on their own. Their nurturing response as they bob down and talk quietly to the child, reassures them effectively. They soon take the practitioner's hand and join other children in a group activity. This demonstrates how observant practitioners are and their skill in delivering a positive experience for each child in their care. The daily healthy exercise children enjoy promotes their understanding that an active lifestyle is fun, as well as supporting their good health and contributing to their future development. Practitioners follow good, frequent, hygienic routines for nappy changing to avoid cross-infection. They teach children about regular hand washing to develop their understanding of healthy practices and encourage their independent use of the bathroom areas. Practitioners encourage children to keep themselves safe. For example, they teach children to use the space around them outdoors wisely before hitting the ball with the cricket bat.

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

The owners of the nursery have ensured that all practitioners have a clear and comprehensive understanding of safeguarding. They have achieved this by providing in-depth training, both in-house and through the local authority. In addition, safeguarding forms a part of each team and supervision meeting. A senior social worker is available to provide advice and support about any matters relating to safeguarding or child protection. Each practitioner has their own safeguarding file and they are all clearly aware of the procedures for reporting any related concerns they may have. The recruitment and induction procedures have been revised by the new owners. They are now rigorous and effective, ensuring only those suited to working with young children are appointed. The close attention paid to security at the nursery, both externally and internally, ensures children are kept safe. Resources and equipment are safe and suitable for children's stage of development. A conscientious approach is taken to gaining the necessary permissions from parents, such as for outings, accidents and medication. All practitioners hold a current first aid certificate and a number also have a basic food hygiene certificate. This ensures children are cared for in a safe, nurturing environment and their well-being is protected.

The training and support package that has been developed for practitioners is excellent. This has brought about significant improvements to practice within the nursery. The nursery owners see training as the key to the provision of a high-quality workforce and are proactive about ensuring this is made available to all practitioners. The wealth of training completed to date is reflected in practice seen within the nursery. Each practitioner receives six-weekly supervision meetings and management and team meetings are also held regularly. A system of annual appraisal has been introduced, and targets for each practitioner to work towards have been set. The raft of support measures introduced since the new owners took over has resulted in a committed, enthusiastic team who are keen to

see the nursery grow and improve further. The joint providers bring a wealth of knowledge to their roles within the nursery and the new nursery manager has made a strong start to leadership of the team. She too speaks of the invaluable support she receives from the nursery owners and the difference there is within the nursery as a whole. Self-reflective practice has become embedded within the ethos of the nursery and peer-on-peer, as well as managerial observations, are helping to improve practice. The local authority quality assurance scheme has been completed and, together with the Ofsted self-evaluation document, is helping to shape further improvements. The well-informed action plan ensures that these are prioritised to ensure children receive the greatest benefit from their nursery experience.

Parents are positive about the service they and their children receive from the nursery. They speak in praise of practitioners' warm, friendly natures and they value the flexibility of the nursery in meeting their specific care needs. The owners have begun to forge links with the schools children move on to and teachers have been invited to visit to meet the children. They also have a positive relationship with the local children's centre and other local early years settings. This helps to promote successful transitions for children and continuity of learning. The manager and deputy oversee the quality of the educational programmes offered. The cohesive and supportive method of monitoring and tracking children's progress ensures the nursery promptly identifies any possible gaps in their development. The progress check for children between the ages of two and three is carried out and summative assessments are completed and regularly shared with parents. A two-way daily communication diary is shared between the nursery and home to help keep practitioners and parents informed about children's achievements and any emerging issues. Parents are offered opportunities to discuss their children's progress at termly parents' evenings and parents' information evenings are also held. The nursery has its own website and also communicates with parents via e-mail and social media websites. All the correct permissions and safeguards are in place to ensure that this is done safely. Parents speak of how much they value how well they are kept informed of their children's progress, and how effectively the nursery promotes children's learning in the home learning environment.

### **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

<b>Unique reference number</b>	EY472209
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	967514
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	53
<b>Number of children on roll</b>	69
<b>Name of provider</b>	Lilliput Day Nursery (Spalding) Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01775766130

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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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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