

# Lilliput Pre-School

Drybread Road, Whittlesey, PETERBOROUGH, Cambridgeshire, PE7 1XJ

<b>Inspection date</b>	14/11/2013
Previous inspection date	02/10/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 make effective progress in their time at the pre-school, as practitioners who know them well, plan interesting activities that challenge them and encourage them to think.
- Practitioners offer children who speak English as an additional language different ways in which to communicate. They seek key words from their parents and use visual timetables and cards to help children understand the new language they are learning.
- Parents are involved in their children's learning and development, as the pre-school invite their active contribution and offer them ideas to promote learning at home.
- The owner of the pre-school works hard to offer children a continually improving experience at the setting and is ably supported by her dedicated, long standing team.

### It is not yet outstanding because

- Not all practitioners consistently maximise opportunities to promote children's communication and language skills by offering them language to describe what they are doing.

## 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.

## Inspection activities

- The inspector observed activities in the two playrooms and the outdoor area, including a joint observation with the manager of a focused activity in the main playroom.
- The inspector held a meeting with the manager of the provision and spoke to children's key persons as appropriate during the inspection.
- The inspector looked at children's records, planning, evidence of suitability of practitioners working within the setting, the provider's self-evaluation and a range of other documentation.
- The inspector took account of the views of three parents spoken to on the day.

## Inspector

Deborah Hunt

## Full report

### Information about the setting

Lilliput Pre-School was registered in 2000 and is on the Early Years Register. It is a privately run pre-school which operates from a mobile building situated in the grounds of Alderman Jacobs County Primary School in Whittlesey, Cambridgeshire. The pre-school serves the local area and surrounding villages. It is accessible to all children and there is an enclosed outdoor play area. The pre-school employs five members of childcare staff and one apprentice. Of these, four practitioners hold an appropriate qualification at level 3 or above. One member of staff is working towards a qualification at level 3.

The pre-school is open Monday to Friday from 9am to 3pm for 47 weeks of the year. Children attend for a variety of sessions. There are currently 42 children attending who are in the early years age group. The pre-school provides funded early education places for 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. The pre-school receives support from the local authority and is completing 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:

- ensure that the focus on helping children acquire excellent communication and language skills includes consistent opportunities for children to hear language to describe what they are doing.

### Inspection judgements

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

Teaching within the pre-school is good and practitioners demonstrate a clear understanding of how to promote young children's development. Consequently, children make effective progress in their learning through interesting play opportunities and exploration. Practitioners carry out regular observations on all children, which are used to inform planning. Note is made of their specific interests to help with setting next steps in their learning. Regular assessments are undertaken to check that children are making sufficient progress and ensure that each area of learning is comprehensively covered. Activities offered follow a loose, general theme. Practitioners carefully tailor learning opportunities to each individual child and extend activities to encourage them to make further progress. This results in high levels of participation during adult-led activities. As a result, children build on their existing skills and knowledge, preparing them well for their future learning and school. Parents receive feedback about their child's achievements through daily discussions and sharing of their child's learning journal. Practitioners make

time at the end of each session to update parents about what their children have been doing and to share positive experiences the child has enjoyed with them. This helps them support children's learning at home, and both parents and children share information with the pre-school. For example, parents contribute ideas for new activities and children express their views about attending the setting.

Children are excited, active learners who move freely around the setting, enjoying the autonomy to freely choose which activities they would like to participate in. They skilfully negotiate their way around one another, relishing the plentiful space and different rooms they can use, showing good control and coordination. For example, a group of boys dress as superheroes and energetically manoeuvre their way around resources as they seek hiding spaces. Children climb into a suitcase they have for play purposes and a large bucket full of materials to hide themselves in. They giggle uncontrollably as they wait to be discovered, pulling the material over their heads. Children develop a positive attitude towards their learning as practitioners join them in their play, adding to their enjoyment. For example, children have fun fishing for brightly coloured fish in the water tray and become engrossed building a robot from boxes after reading a story about one. However, at times, practitioners miss opportunities to model language for children to describe what they doing. For example, during child-nitiated activities practitioners sometimes watch children without offering them new words or explanations to support their learning. An activity involving a baby bath full of different ice shapes is offered as a result of a child's interest in a cookery book recipe. The frozen fruit salad recipe is separate, allowing children to first learn how the ice is formed and explore its properties and then make the fruit salad. Children with special educational needs and/or disabilities are nurtured and supported as the practitioners work sensitively with parents and effectively with other agencies involved. Children speaking English as an additional language are also capably supported. Parents provide key words in their first language and help with pronunciation, also sharing cultural information which benefits all children attending. The use of visual timetables helps children make sense of the sequence of events each day and individual cards enable non-verbal children to show practitioners what they want. This promotes effective communication and offers children an inclusive and welcoming experience.

Practitioners work hard to help children develop and extend their language skills. For example, through enjoyable and frequent conversations they teach young children to extend their vocabulary and show genuine interest in what they have to say. Children respond enthusiastically to practitioner's input as an activity to paint on the computer is modelled and well supported. Children manipulate the mouse, perform associated actions and print off their creations under the guidance of the practitioner. Mathematics is involved as children watch the egg timer to know when their turn is over. They create their own 'waiting list', which they refer to when deciding whose go it is next. Practitioners foster children's keen interest in creative activities as they offer them plentiful, wide ranging opportunities. Play dough, paint and other messy activities are frequent and practitioners join children as they create their own tea party. Children enjoy completing puzzles of varying complexity and independently select large floor books which they 'read' to themselves and their friends. Children problem solve, count, sort, match and make patterns through a varied range of activities and games. For example, they enjoy outdoor play as they jump, hop and run. They sort different resources into corresponding coloured trays spread out across the field, helping them confirm their understanding of primary

colours. This session demonstrates to children the joy in being outside in the fresh air and practitioners are excellent role models who join in with them enthusiastically.

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

Children delight in coming to this welcoming and friendly pre-school where they form warm, trusting relationships with practitioners who know them very well. Concise and relevant information is gathered from children's parents and ensures practitioners gain an in-depth understanding of each child's needs, personalities, likes and dislikes. Children feel valued and included as practitioners consider each child unique and cherish them individually. As a result, children form positive relationships with their peers and there is a friendly, informal atmosphere within the rooms. The consistency of the experience they receive is heightened through the use of a 'buddy' as part of the key person system. In this way, children know that they will be relating to one of two practitioners at the setting. They develop confidence and a sense of self-worth as practitioners offer them frequent praise. Practitioners focus well on supporting all children, and work hard to offer them a positive, enjoyable pre-school experience. They are very good role models who consistently implement age-appropriate guidance to help children learn to behave well. Consequently, children display care and concern for one another. Effective links exist with the local catchment schools to support consistency in children's care and education. As a result, information sharing is effective and children's individual needs are well met.

Children have access to a good range of resources and experiences to keep them interested and occupied. The environment is well organised and promotes children's ability to engage in independent play and learning. The plentiful space, and different rooms available to them, means children use spaces suited to their personality and preferred style of learning. Practitioners successfully differentiate areas to offer older and younger children appropriately designed spaces and activities. For example, younger children are supported as they play in the shop and home corner and older children concentrate well as they attempt writing their names. Children's independence develops in many ways, such as through the free flow snack system and the meal time routine. For example, children help lay the table, cut their own fruit, pour their own drinks and take their empty plates back to the kitchen when they are finished. Good manners are encouraged, and children develop courtesy and respect for others, as they say 'thank you' and learn to share and take turns. They understand the need to respect and tolerate each other's differences. Children's differing faiths and cultures are incorporated into activities and resourcing reflects different backgrounds. Their understanding of safety is effectively promoted through topics and discussion. As a result, they respond readily to the safety measures in place. They also develop an understanding of risk through resources, for example, as they use climbing equipment on trips to the park. Children regularly take part in evacuation practises, to ensure they know how to respond in the event of an emergency. Risk assessments are routinely undertaken and a daily checklist is completed. Outings are separately assessed prior to taking place, which further ensures children's safety.

The setting help children gain an awareness of how to lead a healthy lifestyle as they promote the 'Eat well, live better' initiative. They provide children with snacks of fresh fruit

to promote their awareness of foods that contribute to growing up healthy and strong. Children enjoy vigorous play opportunities in the fresh air each day and increase their understanding of health and hygiene through established rules and careful explanations. Toileting routines are carefully followed and children use the dedicated bathroom, while staff use separate facilities, thereby offering them privacy. They learn to wash their hands before eating food and dispose of tissues in the bin after blowing their noses. Children are protected from illness as the setting observes strict guidelines relating to when both practitioners and children can attend. Should a child fall ill at the setting, they are cared for separately until their parent arrives to take them home. Children's medical needs are considered and prior and separate consents are gained before any medication is administered.

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

Effective management of the setting, and practitioners who work well together, result in a high quality, cohesive team. Practitioners are clear about their roles and responsibilities and provide a broad range of experiences to capture children's interests. The recruitment process is thorough and ensures that practitioners are suitably vetted and qualified. All practitioners hold a clear enhanced vetting and barring check and children are protected from those not vetted. An in-depth induction procedure further protects children by offering practitioners the tools and documentation to carry out their roles to a high standard. All required policies, procedures and records are in place to secure children's safety and welfare. Regular, balanced risk assessments are in use to offer children a safe and secure environment indoors and outdoors, within which they can move and play freely. Practitioners demonstrate a clear understanding of the setting's written policies and procedures, in order to ensure the safeguarding and welfare of children.

The manager is actively involved with the daily care of the children. This enables her to maintain a clear awareness of the service offered, the programme of activities provided and how to further improve the setting. She oversees the educational programme and the quality of delivery, using supervision and team meetings to offer feedback and secure any necessary improvements. Self-evaluation is realistic and the views of parents, carers, staff and children are actively sought and acted upon to make changes to the service provided. Improvements are timely and demonstrate commitment to the continuing progress of the setting. The recommendations from the previous inspection have been acted upon as part of the improvement plan and practice reflects the work carried out.

Parents receive detailed information about the setting and its policies and are kept up-to-date about their children's time there. Parents spoken to on the day of the inspection are complimentary about the high quality of the service offered and say how much their children enjoy attending. They comment on the quality of the teaching which they say has enabled their children to make rapid strides in their learning. Close partnership working with other early years settings and providers and the catchment schools, results in good support for children.

## 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>	221920
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	938572
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	42
<b>Name of provider</b>	Debbie Latham
<b>Date of previous inspection</b>	02/10/2009
<b>Telephone number</b>	01733 206880

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## Type of provision

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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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