

Lilliput Pre-School

Walter Pomeroy Hall, Royal Lane, UXBRIDGE, Middlesex, UB8 3QP

Inspection date

06/11/2014

Previous inspection date

05/07/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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|--|---|
| 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

- Staff promote children's development in all areas of learning. They plan a range of motivating and exciting activities that follow children's interests.
- Staff are enthusiastic and use good teaching methods. This supports children to make good progress in the pre-school.
- Children settle well as they make strong attachments with their key person. Consequently, they feel safe and secure.
- Strong partnership working with parents and external agencies ensures that children are able to access additional support when needed.

It is not yet outstanding because

- The resources and visual teaching aids in the outdoor area do not reflect the different cultures and backgrounds of the children who attend.
- There are missed opportunities, during some mark making activities, for children to learn about the letters that make up their names.

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 spent the majority of the time observing staff interactions with children in the pre-school.
- The inspector sampled the pre-school's policies and procedures, child development records and documentation.
- The inspector met with the manager to discuss the pre-school's process of self-evaluation, and safeguarding procedures.
- The inspector undertook a joint observation with the manager.
- The inspector spoke to parents, staff and children in the pre-school.

Inspector

Vanessa Brown

Full report

Information about the setting

Lilliput Pre-School is run by a private provider. It registered in 2011 and operates from Walter Pomeroy Hall Hillingdon, in the London Borough of Hillingdon. It is open each weekday during term time only, from 9am to 12pm. Afternoon sessions are available on Monday, Tuesday and Thursday from 12pm to 3pm. Currently, there are 28 children on roll in the early year's age group. Children have access to a secure enclosed outdoor play area. The provider is in receipt of funding for the provision of free early education to children aged two, three and four. The Pre-school supports children with special educational needs, disabilities, and those who speak English as an additional language. The nursery employs five staff, of whom three hold appropriate early years qualifications. The pre-school is registered on the Early Years Register.

What the setting needs to do to improve further

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

- further develop the outdoors area to include resources and visual aids, which reflect the different cultures and backgrounds of the children who attend the pre-school
- use all opportunities during mark making activities to promote children's understanding of the letters that make up their names.

Inspection judgements

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

Children happily enter this bright, stimulating pre-school. They choose from a range of activities and resources to promote all areas of learning and development. The environment is engaging and motivating, planned to support children's interests, and their next steps of learning. Staff learn about children's interests, routines and abilities when they start in the pre-school. They observe children and use this information to ensure activities continue to challenge and extend children's learning. Staff monitor children's learning so that they can identify any gaps, and plan activities to ensure children move on to the next stages of their development. They prepare progress checks for children when they reach the age of two, which enables staff to identify children who may need extra support.

Staff offer a good mix of adult-led and child-initiated activities and children confidently explore the resources. Areas of learning around the hall are well defined. Children are comfortable and relaxed as they engage in dressing up, pretend to iron dolls clothes in the home corner and make firework pictures. This enables them to learn to express

themselves and be creative. Children concentrate when playing with rice as they practise pouring. They count the numbers of scoops they transfer from the trays into cups, promoting their physical and mathematical development. They talk about the texture and the sounds the rice makes, and staff encourage children to make marks. They use their fingers in the rice and learn about the circles and squares they make. There is a self-registration system for children and they learn to identify their names and place them on a board when they arrive. Children use white boards around the hall to practise writing their names, which prepares them for school. However, there are missed opportunities during some activities for children to learn about the letters that make up their names, as staff write children's names on the pictures they make.

Children sit together at circle time and sing the 'welcome song'. They welcome all of their friends into the pre-school, which promotes children's personal, social and emotional development. Children become confident as they count in front of their peers. They practise the different signs they have learnt, which promotes their communication and language development. Children learn to use scissors safely and concentrate on cutting. This promotes their physical development and staff praise and encourage them until they succeed, which builds on their confidence and self-esteem. Staff teach children skills ready for school. They are encouraged to use the toilet independently and wash their hands afterwards. They wash their hands before meals and know the routine well for snack time. Visual aids and regular routines help children when English is their second language, or who have additional needs. Strong partnerships with parents and other agencies ensure that children are well supported with their development. Staff offer ideas for home learning, and parents comment that they value the support from the staff in the pre-school.

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

Children settle well in the pre-school supported by kind and caring staff. The key person system ensures that children's individual needs are well met. Strong emotional attachments between children and their key person result in children feeling safe and secure. Children become confident and independent as staff give them time and space to make choices in their play. This promotes children's self-esteem, and staff praise children for all their achievements. Children behave well in the pre-school. This is because staff encourage children to take turns and to be kind to each other. Staff remind children of the rules in the pre-school, and children build positive relationships with each other and the staff. Children are content and follow the routines. Staff use visual prompts, and sign language, so that all children learn about washing their hands before snack, and after the toilet. They are encouraged to put on their own coats before going outside, which promotes their self-care skills.

Healthy lifestyles are promoted, as children are able to choose when they would like to play outside. The free flow system from the main hall to the outdoor area means that children who learn better outdoors can choose to do so. Children balance on equipment and run around playing games. Enthusiastic staff play 'What's the time Mr Wolf' with the children. They teach children how to count the steps they take, and children giggle with

delight as staff chase them around the garden. This promotes children's physical and mathematical development. Children dig in the soil and plant daffodil bulbs. They learn what makes them grow, which promotes their understanding of the world. However, the outside area does not currently fully reflect the different cultures and backgrounds of the children who attend the pre-school.

Children choose to have snack in their own time. They wash their hands independently and sit with their friends to eat apples and grapes. They choose from water or milk to drink. Staff talk to children about the foods they like, and take every opportunity to discuss healthy foods. This is a sociable occasion and all children are encouraged to join in, which promotes their language development. Staff follow rigorous health and hygiene procedures that support children's well-being. They ensure daily risk assessments are carried out to keep children safe. Staff who are first aid trained, are deployed effectively throughout the day. This ensures that any accidents are recorded and dealt with appropriately.

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

Management and staff have a good understanding of meeting the requirements of the Early Years Foundation Stage. They attend safeguarding training and have a secure understanding of the procedures to follow if they have concerns about a child. They also confidently explain the actions they would take if they had concerns about a member of staff. Management and staff follow the Local Safeguarding Children's Board guidelines and these are included in their safeguarding policies. Consequently, children are kept safe in the pre-school. Management follow robust recruitment, induction, and supervision procedures. Staff attend ongoing training for their continuous professional development, which ensures they continue to be suitable for their role in the pre-school. Discussions at regular staff meetings, feedback from parents, evaluations of activities, and children's development in the nursery, all ensure that management are able to reflect continually on their provision. They receive support from the local authority and complete action plans, and self-evaluation forms, as they strive to move forwards with the provision to support children's development.

Management and staff work in partnership with parents to keep them informed of their child's development. Regular monitoring and assessment of children's development, linked to the educational programmes, means that children make good progress overall in the pre-school. Parents receive verbal as well as formal feedback during regular meetings. This ensures that parents have a good understanding of their child's development and activities in the pre-school. As a result, parents continue to support children's learning at home, as staff offer ideas to promote children's learning further. Good partnership working with external agencies means that children with additional needs are able to access further support.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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 | | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | There were no children present at the time of the inspection. 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 | EY424085 |
| Local authority | Hillingdon |
| Inspection number | 845327 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 26 |
| Number of children on roll | 28 |
| Name of provider | Donna Louise Smith |
| Date of previous inspection | 05/07/2011 |
| Telephone number | 01895 445 603 |

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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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