

Lilliput Lodge Children's Day Nursery Ltd

Lilliput Nursery, Thimblemill Road, SMETHWICK, West Midlands, B67 6NR

Inspection date	21/11/2014
Previous inspection date	21/01/2010

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Teaching is outstanding and inspirational. The innovative activities and experiences ensure all children make outstanding progress across all seven areas of learning, and are extremely well prepared for school.
- Children are able to manage risks and challenges extremely well. Staff provide opportunities for children to identify hazards and strategies to reduce risk, through everyday learning opportunities.
- There is a strong safeguarding culture. Children are protected by knowledgeable and well-trained staff who are vigilant to ensure children are free from harm or possible abuse.
- The leadership of the nursery is first class. There is an excellent culture of self-evaluation, which has led to rapid improvement. Therefore, all requirements are fully met and understood extremely well by all staff.
- The nursery takes a very active role working in partnership with parents, agencies and other providers. As a result, outcomes for all children are improved through supporting learning at home, identifying specialist support and supporting children's interests.

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 was given a tour of the premises.
- The inspector spoke with staff, children and observed activities in the baby room, toddler room, pre-school and outdoor areas.
- The inspector viewed a selection of relevant documentation, including policies and procedures, learning and development records and the nursery's self-evaluation.
The inspector viewed a range of safeguarding documents, including evidence of staff's suitability, and spoke with staff about their safeguarding knowledge to ensure all those working with children are safe and suitable.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with parents to seek their views.

Inspector

Scott Oliver Thomas

Full report

Information about the setting

Lilliput Lodge Children's Day Nursery opened in 2002. It is privately run. It is situated in a recreation area in Smethwick in the West Midlands. The premises comprises of a baby room, toddler room, pre-school, dining area, kitchen, toilet area, office and outdoor play areas. The nursery also has use of the adjacent sports field, sports hall and clubhouse. It is registered on the Early Years Register. Children attend from the local area and beyond. There are currently 58 children on roll in the early years age range. The nursery employs 21 members of staff working with the children. Of these, 13 hold appropriate early years qualifications at levels 3 and 4. Two staff also hold an appropriate early years degree. The nursery is open each weekday 7.30am to 6pm throughout the year, except for bank holidays and two weeks at Christmas. Children may attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- enhance the already excellent progress of babies through the development of their own outdoor area to enable them to enrich their physical skills and extend their knowledge of the world in which they live.

Inspection judgements

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

The quality of teaching is exemplary. Staff use their wealth of knowledge to provide high-quality experiences for all children. Teaching provides optimum challenge for children across their developmental stages. It is differentiated to meet the needs of the range of children who attend. As a result, all children's needs are met exceedingly well. Teaching is effective because staff use a range of vibrant resources to deliver innovative activities that inspire children. For example, communication and language sessions for children are brought to life by the use of puppets, songs and a talking pen. Activities and experiences are vigilantly matched to the interests and next steps in all children's learning. The range of activities that are provided are excellent in supporting the different ways children learn. Staff and parents together have high expectations of children. As a result, children make outstanding progress towards the early learning goals. The youngest children develop good physical, communication and social skills, which prepares them well for their future learning. This could be extended further through the development of the outdoor area for babies to provide opportunities to enrich children's already excellent physical development and promote in more depth their understanding of the world. The older children have a good all round range of learning abilities. For example, during club time they learn how to

kick a football in the football club, move in a variety of ways in dance club and to bake cakes in cooking club. Staff have a detailed knowledge of what children need in order to be ready for school. They are dedicated to working with local schools to identify this by meeting with teachers in order to ensure children make a smooth transition. Consequently, children are well prepared for school and the next stage in their learning.

The learning experiences are exceptional. Topics are used to structure older children's learning, such as 'enterprise week'. Staff share experiences of coming to work to earn money to buy the things they need. Children then make things to sell at the nursery market stall. They use the money to go to the local toy store to buy a new toy for the nursery. Experiences, such as this help develop an understanding of the world, discovering the value of earning money and using it to buy what they want. Children are supported to overcome challenges. For example, they are given opportunities to wrap presents in Santa's workshop. They experiment with different size boxes, variety of wrapping paper and sticky tape. They remain focused on the desired outcome so when a piece of paper is not big enough or they cannot find the end to the sticky tape they do not give up. The routine allows children to come together in groups and concentrate on a particular focus. During adult directed activity children are reminded how to sit quietly. Teaching is enthusiastic during this time and staff adapt it when needed. As a result, children know how to sit together as a group and listen to what is being said while maintaining their interest for a substantial period of time.

The starting points of children are quickly identified through initial observations and a robust settling-in procedure. Parents share what children can do, including their likes and interests. After two weeks an assessment is completed to identify the starting points of each child. This information provides a platform for future learning, from which all children make outstanding progress. All parents are updated each term about their child's progress this is shared with parents through a 'triangle' assessment. This shows progress from the child, parents and key person view. As a result, parents have a vast knowledge of children's developmental stage. The progress check between the ages of two and three is completed providing an accurate written assessment of children's achievements and next steps in learning. Parents contribute to the progress check and the nursery shares it with professionals resulting in appropriate interventions being made in children's learning as required. Learning is captured skilfully through a range of observations including photographs and parent contributions. Staff use these observations to shape future learning experiences. All next steps in learning are agreed with parents, including how parents can support learning at home. As a result, children make outstanding progress both at home and at nursery. Children with special educational needs and/or disabilities are supported exceptionally well. Gaps in progress are identified without hesitation and staff work tremendously hard with parents and agencies to close the gaps.

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

The key-person system is well embedded and understood by all staff. All children are allocated a key person when they start according to their development stage and whom they form an attachment with. The arrangements for the key person contribute to the strong bond the nursery has with parents. Children and parents know who their key

person is. As a result, parents feel confident in asking about children's development. Due to the long standing staff team and a strong sense of home-from-home provision, there is an extremely secure bond between staff and children. Children show an obvious fondness for staff through the delight of seeing them when they arrive. They share special memories of staff and the fun things they have done together. Children seek comfort and reassurance when they try out new activities and are confident in asking for support to manage their own personal needs when required. Children share their imaginative ideas as they act out scenarios, such as scenes from their favourite film. Resources are of an exceptionally high quality and well matched to the development stages of the children who attend. Resources are easily accessed by children and adults have organised them well in learning areas. For example, the early writing area is well stocked with a range of materials to make marks with. The outdoor environment is an extension of indoor learning. Children go outside for much of the day, which supports those children who prefer to learn outside.

Independence is promoted well throughout the routine. Children hang coats up as they arrive on their own peg, serve their own food and drink at meal times and manage their own health needs. The behaviour of children is exemplary. Children play harmoniously together by sharing toys and waiting for their go with popular items, such as the computer or the drum. Children learn how to solve conflicts that arise as staff promote strategies for turn taking. Staff have first-class knowledge of how to manage behaviour in line with behaviour management guidance. Positive rules are introduced as children move through the nursery. When children leave for school they have high expectations of their own behaviour as a result of regular reinforcement. Staff and children remind those who are not following the positive rules what they are. Children feel very safe and secure at nursery. They are very comfortable in the familiar surroundings and show great respect for the environment. Staff explain the safety rules and children contribute to identifying how to keep everyone safe. For example, when children leave their shoes in front of the door children move them so others do not trip.

Children have a superb knowledge of why physical exercise and fresh air is important. As part of the outdoor leaning approach at the nursery, children spend much of their day outside. This is enhanced further through a range of activities, such as dancing, football, forest school and regular trips to the sports hall and walks in the local community. Staff join in these activities to emphasise the importance of exercise and through skilful teaching demonstrate the impact it has on their bodies. Meal times are healthy and children know it is important to eat a healthy diet. Staff discuss with children where food comes from, as children learn that milk can come from cows and goats. Staff are excellent in aiding children's understanding on the importance of hygiene. Staff model good hygiene practice and use posters to demonstrate how to wash hands removing all the germs. As hand washing facilities are shared, younger children learn how to wash their hands by observing older children.

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

The leadership team has an outstanding understanding of how to keep children safe and promote their welfare. Safety is of the utmost priority. This is ensured through the recording of visitors and not allowing the use of mobile phones or unauthorised cameras in the nursery. Recruitment procedures are robust and the leadership team follow safer recruitment guidance. As a result, the staff employed are extremely knowledgeable and are able to fulfil their roles exceptionally well. All staff are vetted and are safe and suitable to work with children. All staff, students and volunteers receive a detailed induction to ensure they know how the nursery operates and to comply with all requirements, including policies and procedures. Staff have access to a wide range of training both internal and external. Training is completed on a regular basis by all staff matched to the strengths and areas of development of the nursery. Training is disseminated well to all staff. As a result, training continually improves the quality of teaching. For example, recent communication and language training has improved the variety of teaching. All staff undertake child protection training and have a clear knowledge of local child protection procedures. All staff receive regular supervision and appraisals which enables strengths to be shared and coaching to build on personal performance. Policies and procedures are current and cover all relevant requirements. They are understood by all staff and parents who are both involved in reviewing them. Therefore, the practice of staff is consistent.

The managers have an excellent understanding of the learning and development requirements of the Early Years Foundation Stage. As a result, they are exceptionally well met. The managers have a clear understanding of what quality teaching looks like, by using guidance, their previous study and observing teaching in other early years settings. They all monitor different aspects of the teaching and planning including special educational needs targets and support for the younger and older children, through observations, sampling planning and feedback. As a result, all teaching and planning is of exceptionally high quality and is consistently improving. Due to the imaginative teaching, the manager is clearly able to demonstrate through effective monitoring how the activities and experiences provide depth to children's learning. This includes how well they are matched to the needs and interests of each individual child. The progress of children is recorded through assessment documents and communication and language assessments. These provide a clear overview of the progress children make from their starting points. The managers routinely check the accuracy of these assessments through reviewing observations and using guidance to benchmark judgements. They monitor groups of children, such as children with special educational needs and/or disabilities. They quickly identify those children not making the expected progress to ensure gaps in learning are closing through meeting their individual needs.

Self-evaluation is extremely effective. As a result, the nursery has made significant progress since their last inspection. Written self-evaluation, action plans and the progress children are making demonstrate how improvements have been made. Self-evaluation involves all children, parents, staff and the views of others, such as the local authority. Since the last inspection the learning intentions of activities and experiences are shared with parents through a personalised daily diary sheet and through the 'continuous provision' planning. The nursery has clear plans for future improvement by extending the learning opportunities even further by developing outdoor environments for learning. Future developments have been identified as a result of the evaluative ethos. Partnerships are extremely successful, with a wide range of partners including local schools, school and

inclusion support team. Partnerships are focused on improving the experiences for children. For example, the inclusion team visits the nursery to complete one-to-one support with children. As a result of this partnership gaps have closed in children's learning. Parents are an integral part of the nursery, both through their feedback and support but also in working with staff to support children's learning. Parents involvement in learning is extremely successful and staff and parents work hard to maintain this. Parents are involved in supporting learning as they share their professional skills through workshops. For example, a father visits to demonstrate carpentry skills with older 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. 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	EY227003
Local authority	Sandwell
Inspection number	869898
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	58
Name of provider	Lilliput Lodge Children's Day Nursery Ltd
Date of previous inspection	21/01/2010
Telephone number	0121 420 4080

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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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