

Lilliput Farm Day Nursery

1 Dunhampton Farm Cottage, Dunhampton, Nr Stourport, Worcs, DY13 9SW



Inspection date

14 January 2016

Previous inspection date

15 April 2010

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- The provider does not demonstrate a secure enough understanding of the legal requirements. Children's welfare and safety is compromised because of weaknesses in safeguarding practice.
- Recruitment procedures do not always include carrying out appropriate suitability checks on all persons working with children and these staff work unsupervised with children. In addition, staff do not always take appropriate action when information with regards to the suitability of staff is raised.
- Children's good health and physical development is not always promoted because staff do not plan and provide daily opportunities for children to play outdoors in the fresh air.

It has the following strengths

- Children appear happy and settled in all rooms. They build close relationships with staff who get to know them well.
- Staff promote children's independence because they provide many opportunities for children to make choices about what they would like to do.
- Children's imagination and creativity is fostered successfully because they enjoy playing in the highly imaginative play spaces that they are provided with.
- Staff have high expectations of what all children can achieve and they continually consider how they can help to ensure that all children are gaining skills that will help them with their move to school.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

	Due Date
■ ensure that appropriate suitability checks are obtained for all adults working with children	29/01/2016
■ ensure those whose suitability has not been checked do not have unsupervised contact with children being cared for	29/01/2016
■ ensure that all staff understand the procedure to follow if they receive any information that indicates that children may be put at risk from harm	15/01/2016
■ ensure that management and staff understand the procedure to follow if they receive any information that indicates that children may be put at risk from harm, and notify agencies with statutory responsibilities without delay	29/01/2016
■ ensure that Ofsted is informed of any allegations of serious harm or abuse by any person living, working or looking after children at the premises, even if these allegations relate to harm or abuse committed elsewhere, and what action has been taken in respect of these allegations.	29/01/2016

To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
■ support learning both inside and outdoors by ensuring that all children have daily access to an outdoor play area.	29/01/2016

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector looked at relevant documentation, such as the nursery's self-evaluation and evidence of the qualifications and suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Julia Galloway

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The provider does not always carry out robust suitability checks on staff. Disclosure and Barring Service checks are not always obtained before staff start work. This means that, in the meantime, unchecked staff are occasionally left alone with young children. The provider has not considered the risk in rooms where there are only two staff. In these rooms there are additional sleep rooms and when staff check on sleeping children they leave unchecked staff alone. In addition, the recruitment procedures do not always include adequate checks to ensure staff's suitability for their role. This compromises children's welfare and safety. There are gaps in the management's understanding of safeguarding procedures. Action is not taken in a timely manner when information of a safeguarding nature indicates that children may be at risk. The provider has begun to implement performance management arrangements that include evaluating the quality of staff teaching. Regular team meetings help to support good working relationships between staff. However, monitoring and evaluation of the overall performance of the nursery has not identified weaknesses in practice that have a negative impact on children.

Quality of teaching, learning and assessment is good

The quality of teaching is good because the experienced and well-qualified staff understand how children learn. For example, babies explore baskets that contain sensory items. Staff enhance their learning as they skilfully encourage and praise them while they investigate and explore the objects. Older children's critical-thinking skills are promoted when staff ask them questions about why things happen. Children enjoy discussing what happens when ice cubes are placed in water. Children engage in a wide range of thoughtfully prepared learning experiences. Their continued development is helped because the educational programme is varied and challenging. Staff gather information from parents and carers about children's starting points when they begin. Ongoing assessment of children's progress is used to identify any areas where progress is not as expected. The progress check for children aged between two and three years is utilised well. This helps to promote partnership working with other professionals and parents.

Personal development, behaviour and welfare are inadequate

Children's welfare is not ensured because of weaknesses in safeguarding practices with regards to recruitment and vetting. Furthermore, despite the nursery having a well-resourced and interesting outdoor area, children do not always have daily opportunities to use this. This does not promote children's good health and physical development. Partnerships with parents are strong and parents report that the good communication from staff helps them to be involved in their children's care and learning. Staff work sensitively with younger children to help them to begin to understand their own identity. During planned activities they discuss the similarities and differences in their bodies and features while looking at their reflections and reading favourite stories.

Outcomes for children are good

Children, including those in receipt of early education funding, make good progress. Targeted support helps children, including disabled children and those with special educational needs, to gain skills that prepare them for school.

Setting details

Unique reference number	205226
Local authority	Worcestershire
Inspection number	854368
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	36
Number of children on roll	61
Name of provider	Petra Silvester
Date of previous inspection	15 April 2010
Telephone number	01905 620708

Lilliput Farm Day Nursery was registered in 1993 and is based near Stourport, Worcestershire. The nursery employs 16 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs.

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