

Lilliput Farm Day Nursery

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



Inspection date

29 April 2016

Previous inspection date

14 January 2016

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

Summary of key findings for parents

This provision is good

- Leaders have taken immediate and effective action since the last inspection and considerable improvements have been made to the recruitment procedures. They have a strong determination and passion to drive further improvement. The recruitment of three well-qualified staff members is having a very positive impact on children's care and learning.
- Staff have high expectations of all children, based on accurate assessments of their development and educational starting points. Children are keen to learn, are excited and enthusiastic to take part in stimulating activities. They are developing a positive sense of achievement and self-confidence as they explore their surroundings.
- Staff have very good communication with parents. Parents have a good understanding of how their children learn and what activities they take part in. Parents feel reassured and well supported by a dedicated staff team who accommodate the individual needs of all children well.
- Children feel safe in a rural environment that is closely supervised. Staff promote good behaviour. Children display good manners and respect for each other's feelings. They regularly learn to manage a range of risks and challenge, indoors and outside. This helps promote their independence, their sense of self-worth and belonging.

It is not yet outstanding because:

- Professional development of staff is not always consistently applied across the setting.
- Some activities are not consistently well planned, to ensure children's artistic and creative ideas are expressed freely, because some activities are overly adult led.

What the setting needs to do to improve further

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

- improve the quality of all staff practice and professional development by ensuring effective, regular supervision always takes place.
- provide more opportunities to develop children's individual creative and imaginative ideas in adult led activities.

Inspection activities

- The inspectors reviewed the improvements leaders have made since the last inspection and their plans for future improvement.
- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors held meetings with the provider and the manager. The inspectors spoke to other staff members about their roles and responsibilities.
- The inspectors looked at a range of relevant documentation, which included a selection of policies and procedures, the suitability and qualifications of staff working with children and evidence of self-evaluation.
- One inspector completed a joint observation with the assistant manager.
- The inspectors spoke to and received written correspondence from several parents whose views were taken into account during the inspection.

Inspectors

Esther Gray / Deborah Sanders

Inspection findings

Effectiveness of the leadership and management is good

Leaders, managers and staff have a very good understanding of the Early Years Foundation Stage learning and development requirements. The manager works alongside other staff, she closely monitors their practice and is an effective role model. The well-qualified staff team provide a stimulating and tailor-made education programme, meeting the interests and needs of all children. They take account of parents' and children's views, inviting comments and feedback, formally and informally in support of their passion to drive improvement. Leaders have reviewed and improved their safer recruitment procedures. Consequently, robust checks are carried out to ensure the suitability of staff. The arrangements for safeguarding are effective. All staff are clear about what they need to refer to outside agencies if they are concerned about the wellbeing of children.

Quality of teaching, learning and assessment is good

Teaching in all areas of the nursery is strong. All staff make accurate assessments of children's starting points and interests. They provide good levels of challenge for children to achieve and make progress in all areas of learning. Staff observe children carefully, question them skilfully and listen to what children say perceptively. They encourage children to influence their own learning. They use pegs to pick up beans rather than their fingers, while developing strength in their hands to cultivate writing skills. Staff and parents work together very well to ensure the right interventions are applied at the right time, especially where additional educational needs are identified and further support is required. Children gain an appreciation of the diversity of people in the world. They greet each other in a range of different languages in the pre-school room, and have fun with words and sounds. Children's understanding of quantity and number is reinforced well.

Personal development, behaviour and welfare are good

All children quickly settle and form strong attachments with familiar staff, who reassure and support their emotional security well. Staff skilfully comfort and support babies and toddlers who are new to the nursery to settle well. Their care needs are met as a result of good communication between parents and their child's key person. Children behave very well; they are good listeners and are learning to manage their health and safety independently. All children have opportunities to express themselves freely and develop physical skills, by exploring music and movement indoors and outside.

Outcomes for children are good

All children make good progress from their starting points. They work comfortably within the typical range of progress expected for their age and, where gaps are identified, staff ensure children quickly catch up or exceed the progress expected. Children are independent and eager to help others and develop good communication skills. Children confidently develop the skills needed for the next stage in their learning and as they move on to school. They are inquisitive learners, especially when exploring the exciting, interesting and stimulating outdoor area. Children are keen to continue their play outdoors in all weathers.

Setting details

Unique reference number	205226
Local authority	Worcestershire
Inspection number	1039400
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	63
Name of provider	Petra Silvester
Date of previous inspection	14 January 2016
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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