

# Lilliput Farm Day Nursery

Lilliput Farm Day Nursery, Big Hind Heath Farm, Hind Heath Road, SANDBACH, Cheshire, CW11 3LZ



## Inspection date

7 June 2016

Previous inspection date

28 October 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The quality of teaching and use of assessments are not consistently good across the nursery. Not enough children make good progress from their starting points.
- The leaders do not monitor the quality of teaching and learning rigorously enough or identify precisely all areas that need further improvement.
- Staff deployment is not always effective in helping staff meet the children's ongoing care and education needs.
- Staff supervision and training are not focused sharply enough on raising the overall quality of teaching and achievement of all children.
- Some areas of the nursery are not always kept at a comfortable temperature for the children.

### It has the following strengths

- Parents and carers are warmly welcomed and staff take the time to talk to them about their child's day and their achievements.
- Children are provided with a rich range of first-hand experiences to learn about the natural world and have ample opportunities to be physically active.
- Children are happy. They are independent and well behaved.
- Staff support children with special educational needs or disability well.
- Staff have a good understanding of child protection issues and the procedure to follow if they have a concern about a child.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ improve the programme of professional development, coaching and training for staff and raise the quality of teaching to a consistently good level</li> </ul>	08/07/2016
<ul style="list-style-type: none"> <li>■ improve the use of assessment to help staff consistently recognise children's progress, understand their needs and provide suitably challenging activities to raise learning to a higher level</li> </ul>	08/07/2016
<ul style="list-style-type: none"> <li>■ ensure children are offered a settled relationship with their assigned key person and staffing arrangements are effective in ensuring continuity of their care and education when there are staff absences.</li> </ul>	16/06/2016

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

- ensure that children can play and learn in an environment where the temperature is maintained at a comfortable level on hot days
- use self-evaluation, including the views of staff more effectively and identify precisely where there are weaknesses in the provision and improve quality more swiftly.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation and held a meeting with the nursery manager and/or provider.
- The inspector looked at relevant documentation, such as the nursery's self-evaluation form and evidence of the suitability of staff working in the nursery.
- The inspector looked at written feedback from parents and took account of their views.

### Inspector

Parm Sansoyer

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Some staff are not well qualified or experienced and do not have a good understanding of how to fully support children's learning. The leadership team conducts staff supervision and monitors staff practice. However, they do not place a clear priority on helping staff understand precisely what actions they need to take to improve their teaching further. Consequently, the quality of teaching is not consistently good and requires improvement. Self-evaluation does not include the views of staff, and therefore, leaders do not always take account of or act on their views to help drive improvement. Arrangements for safeguarding are effective. The leadership team places a clear emphasis on protecting children from abuse or neglect and makes this a key priority for staff. Child protection information and the procedures to follow are made easily visible for staff and parents.

### **Quality of teaching, learning and assessment requires improvement**

There is a broad and interesting range of resources available for staff to use with the children. However, not all staff make the best use of what is available to extend the children's learning and capture their interest. Staff work well with parents to establish the children's starting points on entry and regularly observe children, and identify their next steps. However, staff do not use this information consistently when planning activities. Consequently, their interventions on occasions lack challenge and do not help children make the best possible progress. Teaching in the baby room is consistently good. Staff have a good knowledge of how to support children's learning and skilfully interact with the babies to extend their communication skills. However, the quality of teaching across the rest of the nursery is variable and not consistently good.

### **Personal development, behaviour and welfare require improvement**

The system to cover long- and short-term absences relies on various agency staff and permanent staff moving to cover absences in other rooms. This impacts on the effectiveness of the assigned key-person system and how well staff can offer children a close and settled relationship. The environment is safe, suitable and welcoming. However, not all staff are diligent in ensuring the conservatory areas used by the children are kept at a comfortable temperature on hot days. Staff provide gentle reminders of the rules in place for the children's safety and they respond well to this direction. All children, including babies have very good opportunities to use a challenging range of physical play equipment. Older children show a comprehensive understanding about the importance of exercise and of having a healthy diet. Staff provide some opportunities for children to learn about each other's families and the wider community.

### **Outcomes for children require improvement**

Not enough children make good progress from their starting points. Any gaps in children's learning are closing, but not always quickly enough to ensure children's readiness for school. Children enjoy the routine, freely choose what to do and learn to do things for themselves. Children with special educational needs or disability make steady progress from their starting points. They benefit from one-to-one support and are fully included in the session.

## Setting details

<b>Unique reference number</b>	EY346471
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	1028307
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	89
<b>Number of children on roll</b>	148
<b>Name of registered person</b>	Hind Heath Farm Limited
<b>Registered person unique reference number</b>	RP902610
<b>Date of previous inspection</b>	28 October 2013
<b>Telephone number</b>	01270 762 208

Lilliput Farm Day Nursery was registered in 2007. It operates from a converted farmhouse in Sandbach, Cheshire. The nursery opens five days a week from 7.30am to 6pm, all year round with the exception of bank holidays. They also offer an out of school and holiday club. The nursery provides funded early education for two-, three- and four-year-old children. There are 20 members of staff, all but two of whom hold relevant early years qualifications at level 2 or above.

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