

Lilliput Nursery School

33 Town Lane, Whittle Le Woods, Chorley, PR6 7DJ



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|--------------------------|----------------|
| Inspection date | 3 August 2016 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| 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

- The new provider has made an excellent start in planning a safe, welcoming and vibrant nursery in which parents are valued and children thrive.
- Children are active and inquisitive. Overall, they make full use of the wide range of high-quality resources available, both inside and outside. They play with great confidence and imagination. They turn playhouses and tents into homes, shops and dens where they chat, laugh and have fun with friends.
- Staff have a good understanding of how children learn. They regularly observe children and get to know them well. Overall, they work well as a team to motivate and inspire children to explore and experiment.
- Children are well cared for. Their move from the baby unit or to school is carefully planned with parents and teachers. Children are happy, settled and emotionally secure.
- The provider has established effective evaluation procedures. They seek and act on parents' comments and continuously strive to include children's views in evaluations and assessments.

It is not yet outstanding because:

- Although staffing arrangements are well organised to promote children's safety and learning in planned activities, they are not highly effective in helping children make the most of their learning opportunities in their freely chosen play.
- Recently introduced ways to more closely monitor and analyse the progress made by different groups of children are yet to have a full effect in raising quality even higher.

What the setting needs to do to improve further

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

- improve staffing arrangements and help children make the most of their learning opportunities in their freely chosen play
- strengthen the monitoring of children's good progress to enable a clear analysis of the outcomes for different groups that help identify further targets for improvement.

Inspection activities

- The inspector observed the quality of teaching in the baby unit and the main nursery during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held meetings with the provider/manager and had discussions with staff.
- The inspector completed two joint observations with the provider/manager.
- The inspector checked evidence of suitability and qualifications, including first aid, of staff working with children and reviewed the provider's self-evaluation documentation.
- The inspector took account of the views of children and parents spoken to on the day and in feedback provided to the nursery.

Inspector

Mary Wignall

Inspection findings

Effectiveness of the leadership and management is good

The provider has a clear vision for high-quality care and learning. Procedures for monitoring staff performance are, overall, strong. The manager regularly monitors the quality of staff assessments of children's learning. Staff regularly receive feedback about how they can improve and attend training events. The arrangements for safeguarding are effective. Staff recruitment procedures are robust. Staff have a good understanding of safeguarding issues. They are confident about what to do if they have any concerns for a child's welfare. The provider works closely with the local authority to help evaluate and develop their service. Partnership with parents is intrinsic to the nursery's practice. Staff effectively exchange relevant information to help ensure consistency in children's care and learning.

Quality of teaching, learning and assessment is good

Children are developing good physical, personal and communication skills. The varied and high-quality toys are clearly labelled and, generally, entice children to play. Good use is made of the space to create cosy areas. Children enjoy sitting and chatting to staff and friends. Planned sessions, such as a home-made game of bingo, give older children opportunities to talk, count and recognise numbers. Children are engrossed in play as they roll cars in foam or draw on the outdoor drawing board. Staff are interested in what they are doing, skilfully asking questions, encouraging children to organise their thoughts and practise speaking. They talk to babies about what they are doing and are good role models. They show how toys fit together, look at books and capture children's imagination with fun animal sounds that children enjoy copying.

Personal development, behaviour and welfare are good

A strong key-person system helps children to settle quickly. Children are developing warm and positive relationships with staff. Babies and young children happily go to sit on staff's knees. They look to staff for reassurance as they try new things or as they get tired or hungry. Older children demonstrate pride as they happily chat to staff or show them what they have made. Staff plan activities for older children to learn about the benefits of exercise. Older children learn about where food comes from in the digging area. All children enjoy playing in the fresh air. Older children play with more challenging play equipment. They demonstrate a healthy attitude to taking risks in a safe way. Overall, staff supervise sensitively to give children good opportunities to develop their skills and confidence in their own abilities. Children play safely and behave well.

Outcomes for children are good

All children are making good progress in their learning given their individual starting points. Children love learning new things and practising their skills. They play cooperatively and have good levels of self-esteem. They speak with confidence and listen with interest as staff speak or read stories. They are developing good early writing skills and enjoy solving problems, counting and using technological equipment. Overall, children happily develop their own games, demonstrating creativity and a respect of others.

Setting details

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| Unique reference number | EY495235 |
| Local authority | Lancashire |
| Inspection number | 1032946 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 1 - 4 |
| Total number of places | 39 |
| Number of children on roll | 48 |
| Name of registered person | Kelly Bamford |
| Registered person unique reference number | RP517023 |
| Date of previous inspection | Not applicable |
| Telephone number | 01257271762 |

Lilliput Nursery School was registered in 2015. The nursery employs eight members of childcare staff. Of these, two hold an appropriate early years qualification at level 4 and three at level 3. The nursery opens from Monday to Friday all year round, except for bank holidays and a week at Christmas. It is open from 7.30am to 6pm. The nursery provides funded early education for three- and four-year-old children.

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