

Lily Daycare IV

Sneinton Childrens Centre, Edale Road, Nottingham, NG2 4HT



Inspection date

11 August 2016

Previous inspection date

29 November 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 provider and management team are experienced and passionate about their roles. Effective self-evaluation means they are continually building on the service they provide for children and their families.
- Teaching is good overall. The qualified staff make good use of observations and assessments to identify and address gaps in children's knowledge and understanding.
- Partnerships with parents are very good. Staff keep parents well informed about their children's progress and provide ideas for children to continue their learning at home. Staff encourage parents to tell them about what children are learning at home. This information is highly valued by staff, and the shared approach helps to provide continuity of learning for children.
- Staff create a culture that values and celebrates diversity. They understand the importance of promoting children's regard for each other and their unique backgrounds.
- The environment, both inside and outside, is well organised and stimulating. There is a wide range of interesting toys and resources that children can access independently.
- Staff are warm and caring and children form secure attachments with them. The key-person system helps to support children's personal, social and emotional development effectively.

It is not yet outstanding because:

- Staff do not always challenge older children enough to help them make rapid progress and achieve at the highest levels.
- On occasions, staff do not fully reflect on the different ways in which older children like to play and learn so that they are highly stimulated.

What the setting needs to do to improve further

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

- give children the challenge they need to make more rapid progress in their learning and to increase the potential for them to achieve at the highest levels
- focus more precisely on the different ways in which children like to play and learn in order to provide further experiences that highly stimulate them.

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 with the manager.
- The inspector held a meeting with the provider and management team. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a parent during the inspection and took account of their views.

Inspector

Sharon Alleary

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Safeguarding policies and procedures are comprehensive and are implemented consistently by the manager and staff. The management team is highly reflective and reviews any incidents meticulously. Staff are secure in their understanding of child protection issues. They have a thorough knowledge of the procedure they would follow if they have concerns about children. Robust recruitment and induction procedures help to ensure staff are suitable to work with children. The manager monitors the consistency of staff's good quality teaching well. Regular meetings with staff focus on quality and improvement. Staff attend regular, targeted training to support their professional development and enhance their knowledge. This helps to improve outcomes for children.

Quality of teaching, learning and assessment is good

Staff encourage children to develop their communication and language skills. They provide younger children with a running commentary of what they are doing and introduce new words to enhance older children's vocabulary. Staff in the baby room are enthusiastic and perceptive to children's needs. Relationships between staff and babies are caring and responsive. Staff introduce songs as babies play. This prompts dance and laughter from the babies. Staff use puppets and instruments to capture babies' interest. Children demonstrate their creative skills. Staff provide them with boxes to decorate and make their own designs and models. Children's literacy development is promoted effectively as they plan and draw what they want to make.

Personal development, behaviour and welfare are good

Children behave well because staff manage behaviour appropriately. Children learn to follow rules and show concern for others. Staff remind them to share. Children enjoy the opportunity to develop their physical skills playing outside. They run and climb with their friends in the adjoining grassy and wooded area. They also show a good awareness of how to keep themselves and others safe as they weave in and out of cones on bikes. The management and staff are committed to ensuring children's safety and they understand procedures to manage risk effectively. Staff supervise children well and staff-to-child ratios are maintained at all times. Children learn to be independent from a young age. For example, staff encourage babies to wash their hands and toddlers serve their own meals.

Outcomes for children are good

All children make good progress in their development, including those who speak English as an additional language. Older children enjoy developing their understanding of technology and competently use electronic tablets. Babies demonstrate imagination and curiosity as they explore and investigate in the sensory room. They use their senses to reach out, touch and watch the lights in a bubble tube. Children develop their mathematical skills; they look around the environment to find items that are circle shaped. They develop the key skills and attitudes needed for their next stage of learning, such as starting school.

Setting details

Unique reference number	EY466365
Local authority	Nottingham City
Inspection number	1060994
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	50
Number of children on roll	69
Name of registered person	Lily & Co Limited
Registered person unique reference number	RP904216
Date of previous inspection	29 November 2013
Telephone number	0115 9508148

Lily Daycare IV was registered in 2013. The nursery employs 22 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 2 or above, including the provider and director with early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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