

# Liliput Day Nursery (York) Ltd



Unit 2f, Ings Lane, York Business Park, Nether Poppleton, YORK, YO26 6RA

## Inspection date

4 January 2017

Previous inspection date

27 September 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

- Teaching is consistently good. Overall, staff engage children in purposeful activities and skilfully interact with them to guide and stretch their learning. Children have a positive approach to learning and make good progress towards the early learning goals.
- Staff place a strong emphasis on helping children to acquire good language and communication skills. They ask a wide range of questions and support children to express their thoughts and ideas.
- Staff continually praise children and reward their positive behaviour. They include children in the setting of rules and provide clear guidance about what is expected of them. Consequently, children behave very well.
- Children are very independent and complete age-appropriate tasks confidently.
- Staff are well qualified, supervised and trained. They engage in a range of professional development activities that helps them to improve their knowledge, understanding and practice.
- Partnerships with parents are good. Staff exchange detailed information with them to support children's learning, both at home and in the setting.

### It is not yet outstanding because:

- Occasionally, staff do not fully consider children's age and abilities during group time. Some sessions are too long and children become distracted and lose concentration.
- Staff do not provide the best possible opportunities for children to gain awareness of different people, cultures and customs beyond their own.

## What the setting needs to do to improve further

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

- review the organisation of group sessions and focus even more precisely on supporting children to further develop their good listening and concentration skills
- provide increased opportunities for children to gain an awareness of different people, cultures and customs.

### Inspection activities

- The inspector observed the quality of teaching during activities in all playrooms and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector looked at evidence of the suitability of staff and a sample of policies and procedures, and discussed children's assessments.
- The inspector held a meeting with the manager and discussed the setting's evaluation procedures and improvement plan.
- The inspector spoke to parents, staff and children during the inspection and considered their views.

### Inspector

Susie Prince

## Inspection findings

### Effectiveness of the leadership and management is good

The setting is led by a dedicated manager who is committed to maintaining high standards. Self-evaluation is used well to continually improve practice. The views of parents, staff and children are fully considered to ensure that planned developments are pertinent. The manager uses detailed tracking systems to monitor the progress of different groups of children. She carefully analyses the data and plans relevant interventions to close any gaps in children's learning. The arrangements for safeguarding are effective. Stringent recruitment and selection procedures are implemented to ensure that staff are suitable for their role. Staff have a good knowledge of child protection issues and know what action to take to report any welfare concerns. Managers have developed strong working relationships with other early years professionals. They are part of a partnership group and liaise closely with other providers to help children move seamlessly between settings.

### Quality of teaching, learning and assessment is good

Babies are inquisitive and excitedly explore their surroundings. They cuddle up to staff and enjoy looking at picture books. Children in the toddler room practise balancing and they negotiate stepping stones outdoors. Staff skilfully play alongside children and help them to count, calculate and identify written numerals. This helps to promote children's mathematical skills. Children in the pre-school room play imaginatively and pretend to work in a post office. Staff engage children in fun games that help them to experiment with letters and sounds. Older children competently identify words that rhyme, and laugh and giggle as they make up silly words. Staff know children well and use accurate observation and assessment to plan for their ongoing learning.

### Personal development, behaviour and welfare are good

The setting is welcoming and friendly. Staff are enthusiastic and responsive to children's needs. The key-person system is facilitated well. Children have secure relationships with staff and are clearly happy and relaxed. The playrooms are designed well and children confidently access toys and resources freely. Staff promote children's good health and physical well-being. They provide a well-balanced diet, follow good hygiene routines and encourage children to be physically active outdoors. Children behave extremely well. They show consideration for others and share resources amicably.

### Outcomes for children are good

All children make good progress in their learning and development. They are acquiring key skills in readiness for future learning and later moves to school. Children are self-assured and sociable. They are strong communicators who confidently share their ideas and opinions. Children who speak English as an additional language receive good levels of support and learn new words quickly. Babies babble and repeat words in response to staff's warm interactions. Older children hear and say initial letter sounds and continue a rhyming string. Children eagerly explore glue, paint and malleable materials.

## Setting details

<b>Unique reference number</b>	EY462791
<b>Local authority</b>	York
<b>Inspection number</b>	1066909
<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
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Liliput Day Nursery (York) Ltd
<b>Registered person unique reference number</b>	RP909387
<b>Date of previous inspection</b>	27 September 2013
<b>Telephone number</b>	01904 786541

Liliput Day Nursery (York) Ltd was registered in 2013. The setting employs nine members of childcare staff, eight of whom hold appropriate early years qualifications at level 2 and above. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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