

Inspection date	18 January 2017
Previous inspection date	7 October 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 manager makes good use of self-evaluation and monitors children's progress well, to continually develop the provision and help children make good progress in their learning.
- The manager works in partnership with the local authority and other agencies well, to share relevant information and complement children's learning and development.
- Children are keen learners. They are interested to play with a good selection of activities that develops their physical skills and creativity.
- Parents are well informed about their children's progress. Staff encourage parents to continue children's learning at home. Clear behaviour management strategies are created with parents to ensure consistency of care for children.
- Children count and identify their names. They play well with one another and staff adapt the environment to help them follow their interests and learn through play.

It is not yet outstanding because:

- Managers and staff do not consider all opportunities to promote children's understanding of technology, to build on their knowledge of the wider world.
- Sometimes staff do not take all opportunities to question children during play, to encourage them to explore their ideas and develop explanations and imaginative play.

What the setting needs to do to improve further

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

- strengthen opportunities for children to explore information technology, to extend further their learning about the world in which they live
- create even more opportunities to ask children interesting questions to encourage them to be actively involved in sharing their thoughts and ideas, to enhance their communication skills.

Inspection activities

- The inspector observed children's activities indoors and outdoors, including at snack and lunch times.
- The inspector carried out a joint observation with the manager.
- The inspector assessed staff's understanding of how to keep children safe.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector sampled a selection of children's records, some policies and other documents.

Inspector

Charlotte Foster

Inspection findings

Effectiveness of the leadership and management is good

The experienced manager supervises her staff well, to help them gain knowledge and skills to support children effectively in their care and learning. The manager and staff have worked hard to address the recommendations from their previous inspection. Staff now set a good example to children at mealtimes. They help them to understand about healthy lifestyles and encourage them to behave well and be considerate of one another. Staff have a good understanding about how to keep children safe. They know the procedures to follow if they have concerns that a child is at risk of harm. The manager works closely with a variety of professionals to ensure children get the help they need to progress well. Safeguarding is effective.

Quality of teaching, learning and assessment is good

Staff enable children to enjoy a good range of activities which helps them to explore creative materials and resources. For example, children make imaginary biscuits and drinks, and build structures then cover them in pretend snow. Staff offer children good opportunities to develop their physical skills. Children learn to balance and navigate around a variety of play equipment and develop their small muscles during creative play. They enjoy opportunities throughout their activities to develop their early reading, writing and mathematical skills. For example, they learn to recognise their names, read books and count items during activities. Staff assess children's development well, introduce activities to close any gaps in their learning and help them to make good progress.

Personal development, behaviour and welfare are good

Children enthusiastically help staff to prepare food for snack time. Children enjoy learning about their differences, for example, as parents come into the setting and discuss how they celebrate different festivals at home. Staff help children to become confident as they choose activities that help them to play and learn. Children happily approach staff when they need help or reassurance. An established key-person system supports children to have good bonds with staff, who know them well. Staff give consistent reminders to children to behave well. They positively reinforce good behaviour and explain to children why certain behaviours are not acceptable.

Outcomes for children are good

Children learn to recognise letters and their sounds. They develop independence, for instance, as they help to prepare food and dress themselves. Children, including those learning English as an additional language, make good progress and learn the skills they need for their next stages in learning.

Setting details

Unique reference number	EY460867
Local authority	Windsor & Maidenhead
Inspection number	1063430
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	46
Name of registered person	Lilliput Learners Playgroup Pre-School Committee
Registered person unique reference number	RP522338
Date of previous inspection	7 October 2013
Telephone number	01753858774

Lilliput Learners is a committee-run setting that registered in 2013. It is open from Monday to Friday during term time only. Sessions run from 8.45am to 11.45am and 12.30pm to 3.30pm, with an optional lunch club from 11.45am to 12.30pm. The pre-school receives funding for the provision of free early education to children aged two, three and four years. In total, seven staff work with the children, all of whom hold relevant early years qualifications at level 3 or above. The manager has a foundation degree.

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