

Lilliput Pre-School

Drybread Road, Whittlesey, Peterborough, Cambridgeshire, PE7 1XJ



Inspection date

23 June 2017

Previous inspection date

14 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

- Partnerships with parents, other early years providers and external professionals are extremely strong. This helps to promote good levels of consistency and continuity in care and learning for all children.
- Staff implement a range of strategies from training they have attended to promote good opportunities for children to talk and share their ideas. This strong focus means that children's progress in communication and language development is at least good and occasionally rapid.
- Children benefit from good attachments with caring and sensitive staff. This supports children's emotional well-being.
- Staff support children to learn about the benefits of healthy food choices and regular exercise for their bodies. They share ideas with parents to support healthy food choices in children's packed lunches.

It is not yet outstanding because:

- The manager has not implemented systems to review the progress for the different groups of children that attend, to help identify weaknesses in practice and help close the achievement gap for vulnerable groups of children.
- At times, strategies to support more challenging behaviour, are less effective in channelling some children's energy and attention toward more purposeful activities.

What the setting needs to do to improve further

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

- strengthen the monitoring of children's progress to include the progress of the different groups of children that attend, in order to help identify any weaknesses in practice and help close the achievement gap for vulnerable groups of children
- enhance support for any incidents of more challenging behaviour so that all children are engaged in purposeful activity.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Gail Warnes

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand their role to protect children from harm. They know what to do should they have any concerns about a child's welfare. The manager implements good recruitment practices to help assure the ongoing suitability of staff to work with children. The manager values her team and is committed to their ongoing professional development. Staff share what they learn on training events to support the continued good practice in the setting. This has contributed to the effective implementation of support for children's communication and language development. Parents are very positive about the pre-school. They typically state that they are well informed about their children's progress and how they can help their children with their continued learning at home. Parents' views are gathered to help inform self-evaluation and identify areas to improve.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff regularly observe children as they play and assess their progress. Enthusiastic and well-qualified staff know the children well and provide interesting activities which reflect their emerging interests. Children are eager to join in. They investigate how colours change when mixed together and explore different patterns as they use cut vegetables to paint with. Children are beginning to think more deeply about what they know. For example, staff ask them why fallen leaves they find on the ground are yellow, but leaves on the tree are green. Children listen attentively to stories and respond imaginatively to questions about the story. Staff make good use of the outdoor environment to support those children who prefer to learn outside. For example, staff promote mathematical concepts of position and counting during games of hide and seek. Children explore volume and capacity when they dig in the outdoors kitchen.

Personal development, behaviour and welfare are good

Children arrive happily and settle quickly. They are confident to move freely around the pre-school and choose their activity. Children chat easily with each other as they thread different sized straws through cardboard. They thoroughly enjoy physical activities and are proud to achieve different poses, such as 'bridge' and 'table' as they strengthen their bodies. Staff promote equality and respect for each other throughout the pre-school. For example, during circle time, children hold hands and sing welcome songs in Polish, English, French and Spanish. Children are well prepared emotionally for the move on to school. They regularly visit school and get to know their new teachers.

Outcomes for children are good

All children make good progress given their starting points and capabilities. They are confident and curious about the world around them. They are becoming independent in their personal needs. Peer friendships are beginning to flourish and children demonstrate respect and kindness towards each other. Children are acquiring key skills and positive attitudes to support their future education.

Setting details

Unique reference number	221920
Local authority	Cambridgeshire
Inspection number	1063745
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	50
Name of registered person	Debbie Latham
Registered person unique reference number	RP909809
Date of previous inspection	14 November 2013
Telephone number	07511707405

Lilliput Pre-School registered in 2000 and is privately owned. The pre-school employs four members of childcare staff and is managed by the owner. All staff hold appropriate early years qualifications at level 2 and above. The pre-school opens 43 weeks of the year, Monday to Friday. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year old children and supports children who have special educational needs and/or disabilities and those children who speak English as an additional language.

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