

Lilliput Day Nursery (Spalding) Limited

12 High Street, Spalding, Lincolnshire, PE11 1TW



Inspection date

20 October 2017

Previous inspection date

16 May 2014

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 the manager have clear aspirations for the future development of the nursery. They set high expectations, and the well-qualified staff work well as a team. The team uses self-evaluation well to identify further areas for improvement. There are clear 'Room Improvement' plans in place to develop the nursery further.
- Staff have developed good partnerships with parents. They share daily information with parents and invite them to contribute to their child's online learning journal. Staff send 'homework' for the children to complete, to consolidate their learning at home. Parents comment that they are very happy with the care and learning provided.
- The nursery is well-resourced, indoors and outdoors. Staff have thoughtfully placed resources at children's level and labelled baskets. This helps to encourage children to find and choose activities for themselves.
- Children behave well. Staff give gentle reminders about appropriate ways to behave, such as using manners, walking indoors and playing carefully with toys.

It is not yet outstanding because:

- Staff working with pre-school children do not consistently recognise and promote children's interests, particularly for children who speak English as an additional language.
- On occasions, daily routines take too long, and this results in children becoming restless.
- The manager does not fully compare the progress made by different groups of children, to help them achieve at the highest level possible.

What the setting needs to do to improve further

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

- help staff to recognise when timely intervention is appropriate to extend children's interests, particularly when working with children who speak English as an additional language
- help staff to support children to tolerate delay when their needs are not immediately being met
- build on arrangements for comparing the progress made by different groups of children, and use the information to help all children achieve at the best possible level.

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 children and staff during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents 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. The manager and staff have a secure knowledge of how to protect children's welfare. All staff have completed child protection training. They demonstrate a good awareness of the potential signs and symptoms of abuse and neglect. The provider follows secure recruitment and vetting procedures when employing new staff. A thorough induction process ensures that staff have a clear understanding of their roles and responsibilities. The manager is committed to offering the staff opportunities to continue their professional development. Staff take part in regular supervisory meetings with the management team. The manager uses additional funding well to enhance children's learning and development. For example, the nursery has created a dedicated 'rising fives' room to support children with school readiness.

Quality of teaching, learning and assessment is good

Staff know children well and overall, use accurate assessments to plan activities that support and encourage their next steps in learning and development. Staff provide opportunities for children to develop their mathematical skills, furthermore children develop social skills taking turns in a colour and shape matching game. Staff working with babies help them to make good progress in their speech and language development. They model language and introduce new vocabulary for babies as they play; for example, as they explore a sensory treasure basket. Staff engage children in a puppet show, they eagerly anticipate the repeated words of familiar stories. This promotes their early reading and helps them to retell the story and learn about how stories are organised.

Personal development, behaviour and welfare are good

Children settle in well. Staff take time to get to know the children, their routines and what they like to play with. The staff use this knowledge to engage and support children's development from the outset of a placement. Children demonstrate secure emotional attachments with staff. They confidently engage visitors in conversations showing that they feel safe and secure. Staff in the baby room are kind and caring. Their sensitive nature encourages the babies to demonstrate high levels of confidence around visitors. Toddlers tidy away their cushions at the end of a group-time session. This gives them a sense of responsibility and helps them to learn about caring for the environment from an early age. Children can experience fresh air and exercise in the outdoor environment. This helps to promote healthy lifestyles.

Outcomes for children are good

Overall, children make good progress in their learning from their starting points given their individual abilities. Babies use chalk to make lines and circles on the fence. This helps to develop their small-muscle skills, ready for writing. Toddlers thoroughly enjoy exploring their creativity, using musical instruments and singing during group time. Children acquire the skills, knowledge and attitudes to learning that prepare them well for their move on to school. This includes children who benefit from additional funding.

Setting details

Unique reference number	EY472209
Local authority	Lincolnshire
Inspection number	1102918
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	64
Number of children on roll	77
Name of registered person	Lilliput Day Nursery (Spalding) Limited
Registered person unique reference number	RP533276
Date of previous inspection	16 May 2014
Telephone number	01775766130

Lilliput Day Nursery (Spalding) Limited registered in 2013. The nursery employs 14 members of childcare staff. Of these; 12 hold appropriate early years qualifications at level 3 and above, including the manager and two other staff, who each hold an early years degree. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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