

Lily Pad In The Park

The Pavillion, Hoe Road Recreation Ground, Bishops Waltham,
Hampshire SO32 1DU



Inspection date	22 May 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This is a provision that requires improvement

- Leaders have not notified Ofsted about all committee members involved in the running of the pre-school. Checks have not been carried out to ensure they are suitable to fulfil their roles and keep children safe. This is a breach of the early years foundation stage.
- Although there is a process in place to monitor children's progress, leaders have introduced a new online system. They are unsure that this system reviews every aspect of the curriculum and identifies all gaps in children's learning correctly.
- Staff are not consistent in the strategies they use for behaviour management. Children are sometimes unsure about how they need to behave and the rules of the pre-school.

It has the following strengths

- Parents give high levels of praise for the staff team. They feel included in their child's pre-school life and state their children 'cannot wait' to come to pre-school each day. Parents look to staff for guidance, support and reassurance, which are given readily.
- Staff provide children with a welcoming and interesting environment. Children are secure and confidently explore the space. They are able to freely choose where, and with what, they wish to play. This supports their well-being.
- Staff know the children very well. They plan activities based on their accurate knowledge of children and their interests. Children are highly motivated and enthusiastic learners, and enjoy their time at pre-school.
- Leaders inspire the staff to be the best they can be. This is reflected in the positive ethos and culture across the pre-school. Together, leaders and staff know the areas they need to develop and strive to implement these to continue delivering good outcomes for all children.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
notify to Ofsted all committee members who are involved in the running of the pre-school, so that checks can be carried out to ensure they are suitable to fulfil their roles and keep children safe.	14/06/2019

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

- enhance the systems being used to monitor children's progress to ensure each aspect of the curriculum is reviewed in order to identify any gaps in children's learning
- ensure agreed behaviour management strategies are used by all staff to give children a consistent approach.

Inspection activities

- The inspector observed the quality of teaching and the support for children's learning during activities inside and outside.
- The inspector assessed how well leaders and staff understand and implement nursery policies, and how they monitor children's learning.
- The inspector carried out a joint observation to assess how well leaders monitor the quality of teaching.
- The inspector talked to parents, staff and children during the inspection and took their views into account.
- The inspector looked at a range of documentation, including staff records and online children's learning journals.

Inspector

Jayne Godden

Inspection findings

Effectiveness of leadership and management requires improvement

Leaders have ensured that staff understand how to keep children safe. Staff know how to report any concerns they may have about a child or a member of staff. Safeguarding is effective. Leaders have a robust staff recruitment and induction process in place. However, this is not the same for recruitment of committee members. Leaders have not notified Ofsted of the current members, which means some necessary checks have not taken place. Leaders have an effective staff supervision arrangement which checks the ongoing suitability of staff and their training needs. Leaders consider how staff training will suit the needs of the children attending, For example, staff have introduced areas for relaxation and comfort around the pre-school, following training specifically on how best to support two-year-olds. Leaders monitor the quality of the pre-school and the progress all children make. They demonstrate that they know the children and any gaps in learning. However, the new online system is taking some time to embed.

Quality of teaching, learning and assessment is good

Staff understand how children learn and develop. They use skilful questioning and allow children enough time to think and formulate ideas for themselves. Staff support children to develop their listening and communication skills. For example, children excitedly mix a range of ingredients, including cheese and a 'smelly' sock, to make different 'monsters' they recall from a story they have read. Staff monitor children's learning and development closely. They use accurate observations to assess where each child is in their learning and plan a range of activities to support them. They know what each child needs to work on next. Staff work well with other agencies to support children with special educational needs and/or disabilities. They follow strategies to support children's individual needs. Staff adapt activities easily so every child can take part. For example, the play dough is laid on the floor so everyone can access it.

Personal development, behaviour and welfare require improvement

Staff have appropriate arrangements to check that the premises and activities are safe. Children are kept safe and well, although improvement in the process to check committee members is required. Staff teach children how to stay healthy. For example, they remind children to wear hats, use sun cream and drink water in the sun. Staff teach children how to resolve problems. For instance, children use a sand timer to take a turn with the different dressing-up clothes. Children look to the staff for reassurance and comfort, especially when tired. This is given readily and supports children's emotional well-being.

Outcomes for children are good

Children are developing their independence and are eager to learn. They practise their physical skills, running up and down the grass banks and weaving in and out of the racing track. Younger children play alongside the older ones and learn from them. For example, an older child shows a younger child how to open the water gate, they giggle as the water comes rushing down. Children are developing their imaginations. For instance, they re-enact superhero play and eagerly dress up in costumes and chase each other.

Setting details

Unique reference number	EY542254
Local authority	Hampshire
Inspection number	10080216
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	20
Number of children on roll	34
Name of registered person	Lilypad Preschool Committee
Registered person unique reference number	RP525355
Date of previous inspection	Not applicable
Telephone number	07920404909

Lily Pad In The Park registered in 2016 and is situated in Bishops Waltham, Hampshire. The nursery is open from 8am until 4pm Monday to Friday and offers a before- and after-school club. The nursery receives funding to provide free early education to children aged two, three and four years. There are five members of staff, all of whom hold appropriate qualifications.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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