

# Lilypad Preschool

Bishops Waltham County Infant School, Oak Road, SOUTHAMPTON SO32  
1EP



<b>Inspection date</b>	24 June 2019
Previous inspection date	14 January 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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, committee and staff work well together to create a happy and harmonious environment for children to play and learn. Self-evaluation is successful. The committee, staff and parents work together to identify and make positive improvements to the pre-school. For instance, changes to the outdoor area have helped children to gain a greater understanding of how vegetables grow.
- Partnerships with parents are well established. Staff successfully use opportunities to work with families and other carers to support children's learning well. This is particularly effective in supporting children's social and emotional development, to help older children gain the skills they need in readiness for school.
- Staff benefit from regular supervision, coaching and support from the manager. This helps to ensure that staff continue to build on their skills to provide good-quality teaching. For instance, staff have benefited from training to focus on younger children's learning experiences.
- Staff place a good focus on helping children to learn about positive behaviour routines. For instance, they help children learn about the 'golden rules', so that children develop an understanding of how to respect and value the differing needs of their friends. Children are kind and caring and behave well.
- The manager and staff work closely with the local school. They use regular discussions to find out how to best prepare children for their move to school. For instance, children enjoy opportunities to learn how to put on their school uniform and talk excitedly about visits to meet their new teacher.
- Although staff have a good knowledge of their children's abilities, they do not always use this to sharply focus on all areas of their learning, to help children make even better progress.
- The manager is yet to extend the monitoring of children's development to precisely analyse the impact of teaching on the progress made by different groups of children.

## What the setting needs to do to improve further

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

- strengthen the use of planning with more precise learning objectives to help children make the best possible progress
- enhance the monitoring procedures to analyse precisely the impact of teaching and interventions for different groups of children.

### 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 sampled a selection of the pre-school policies, looked at evidence of suitability of all staff and members of the committee, children's records and discussed self-evaluation with the manager.
- The inspector spoke with staff and children at convenient times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and the written views of parents provided for her.

**Inspector**  
Tara Naylor

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. All staff have a robust understanding of their roles and responsibilities in keeping children safe. They know how to identify and report any child protection concerns, following the pre-school procedures. Staff work very closely with other agencies involved in children's care. This ensures that children's welfare is promoted effectively. The manager is a strong leader. She works well with staff and with the committee to ensure outcomes for children are good. Parents speak very highly of the staff. They value the care that staff show to children and their families. This collaborative approach ensures that children's care and learning needs are met well.

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

Staff establish good relationships with children. They find out about children's interests and provide activities which interest and motivate children's learning. For instance, staff bring 'The Bear Hunt' to life as they use sensory resources, such as grass, mud and water, to help extend children's literacy skills. They model new words and encourage older children to repeat these, to build on their developing language skills. Staff capture opportunities to build on learning spontaneously. For instance, children enjoy conversations with their peers and staff about their different family dynamics and who they live with. Staff use this learning experience to help children value the uniqueness of each other. Staff make regular observations and assessments of children's progress, including the progress check at age two. These are shared with parents to keep them informed of children's key achievements.

### Personal development, behaviour and welfare are good

Staff promote children's personal, social and emotional development well. They recognise children who need extra support and sensitively help them in developing these skills. Children learn to be kind and caring and to understand appropriate behaviour boundaries. Parents comment on how well staff work with less confident children, to help develop their self-esteem and willingness to try new things. Children benefit from opportunities to take part in active play. For instance, they enjoy opportunities to pedal tricycles outdoors as they navigate carefully around their friends.

### Outcomes for children are good

All children, including those with special educational needs, make good progress. Older children gain good physical skills and are able to manage some age-appropriate tasks confidently. For instance, they learn how to tidy away toys in readiness for lunchtime. Younger children benefit from opportunities to take part in creative activities. For example, they enjoy learning to use brushes to paint and experiment with how they can mix colours to make new ones. Older children learn how to write some letters in their names, as they proudly say 'this is my name'. They gain good coordination skills, to help support their early mark-making skills in readiness for writing.

## Setting details

<b>Unique reference number</b>	EY338740
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10073726
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Lilypad Preschool Committee
<b>Registered person unique reference number</b>	RP525355
<b>Date of previous inspection</b>	14 January 2016
<b>Telephone number</b>	01489892375

Lilypad Preschool registered in 2006. It operates from a classroom within Bishops Waltham Infant School in Bishops Waltham, Hampshire. The pre-school receives funding to provide free early education for children aged two, three and four years. It is open each weekday during school term times, from 8.45am to 3.15pm. There are seven members of staff, all of whom have appropriate early years qualifications ranging from level 2 to level 4.

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