

Lily's Day Nursery

Stevenage Football Academy, Shephallbury Sports Centre, Broadhall Way,
Stevenage, Hertfordshire SG2 8RH



Inspection date	4 July 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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 management team has implemented a lot of valuable changes that have a positive impact on children's health, safety and well-being. Staff complete regular risk assessments to ensure that the environment, resources and equipment are safe and suitable for children to use.
- Staff promote children's curiosity and creative interests. For example, young babies enjoy a stimulating 'beach' area. They are motivated by staff and eager to join in as they explore the texture of the sand and have fun splashing in the paddling pool.
- Children benefit from good opportunities to develop and maintain a healthy lifestyle and they eat a balanced range of healthy food. Staff follow clear procedures, which ensure that all children, including those with specific dietary and medical needs, are protected. This promotes children's health and safety.
- Staff provide good opportunities for children to develop their interest in books and stories. They model language effectively and encourage children to join in and fill in the missing words during a story. This is one teaching method that encourages children's emerging vocabulary.
- Partnerships with parents are good. Parents speak warmly of the staff team and are happy with the care and education their children receive.
- Children's physical development is promoted well. Staff thoughtfully plan for children's interests both indoors and outdoors. Children enjoy climbing and exploring different textures. They use their imaginations well as they work together to create their own games, with small-world play.
- The newly implemented system for supervision meetings to monitor staff's teaching and professional development is not fully developed.
- Staff do not consistently promote effective strategies to identify what children are doing at home to enhance children's engagement at nursery.
- On occasions, staff do not recognise when to adjust their teaching to present further challenge for the older or most-able children and babies.

What the setting needs to do to improve further

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

- enhance supervision to promote staff's professional development so that it increases their potential to deliver the highest-quality provision
- find innovative ways to strengthen the information-sharing with parents to gain a more in-depth understanding of what children do at home
- adapt teaching to extend the challenge for older, most-able children and babies.

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 at appropriate times throughout the inspection.
- The inspector completed a joint observation with the nursery manager and together they evaluated the quality of teaching.
- The inspector held a meeting with the provider and the nursery manager. She looked at relevant documentation and reviewed 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
Jo Rowley

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The management team implements robust recruitment and induction procedures. This ensures that staff are suitable to carry out their role and responsibilities. Staff demonstrate a clear understanding of what to do if they have concerns about a child in their care. They attend regular child protection training and can identify the signs and symptoms of abuse. The well-qualified staff team manages accidents and injuries well. Staff provide effective first-aid treatment to children when needed and ensure that all correct details are recorded and shared with parents. The management team reviews and evaluates the setting to promote continuous improvements. The staff team meets regularly. The team implements effective action plans and completes thorough audits to ensure that together, they improve outcomes for children. Partnerships with other settings and professionals are good. The staff team encourages regular communication and shares information to support young children. For example, children moving on to school meet their new teachers in the nursery environment. This enhances the smooth moves children make when moving on to their next stage of learning. The management team responds effectively to parents' queries and concerns and maintains the required log of complaints and responses.

Quality of teaching, learning and assessment is good

Staff regularly observe and assess children's learning and development. They identify children's next steps in learning and plan activities that help them progress. Staff listen sensitively to what children say and ask and they motivate them to engage in creative opportunities, such as bubble-blowing. Staff join in with children's play. Older children enjoy a game of football in the outside area. They delight in staff's interactions as they pass and shoot the balls at the goal. Children are independent. They have good opportunities to explore a wide range of resources and make choices about their play. Children behave well and are kind to each other. They are happy to see their friends on arrival, separate from carers with ease and settle quickly at activities.

Personal development, behaviour and welfare are good

The key-person system is effective. Children and young babies are happy and settled. Staff promote children's personal, social and emotional development through regular praise and encouragement. Children develop strong bonds and attachments with key staff and develop firm friendships with other children. Children are cared for in a safe and secure environment. Staff take effective steps such as completing regular head counts as children move around the nursery. This promotes children's safety. Children learn about healthy lifestyles. They follow daily routines, including regular handwashing. This supports children's well-being.

Outcomes for children are good

All children are making effective progress in their learning given their starting points and capabilities. They are acquiring the key skills they need for future learning. Children are imaginative. They pretend to buy tickets for the school bus in the role-play area and act out the journey to school with their friends. This supports their communication and language development and encourages them to share their own ideas and thoughts.

Setting details

Unique reference number	EY563402
Local authority	Hertfordshire
Inspection number	10114579
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	92
Number of children on roll	140
Name of registered person	Lily's Day Nursery Limited
Registered person unique reference number	RP563401
Date of previous inspection	Not applicable
Telephone number	01438 842233

Lily's Day Nursery registered in October 2018. The nursery employs 24 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 2 or above, including one with qualified teacher status. The nursery opens Monday to Friday, from 7.30am until 6pm, for 51 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children.

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