

Lily's Kids Klub

Brixton Hill Methodist Church, Elm Park, London SW2 2TX



Inspection date	21 August 2019
Previous inspection date	10 February 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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 is ambitious and has high expectations for the nursery. She values the opinions of staff, parents and children and incorporates their comments and suggestions into her plans for future development, to help enhance outcomes for children and support continuous improvement.
- Children are happy and settled. The effective key-person system supports children well. Children develop good relationships with staff and make friends with other children, showing that they feel emotionally secure.
- There are strong partnerships with parents. Managers and staff share detailed information with them effectively regarding their children's learning. The setting's community and parent involvement approach supports children in their well-being and sense of belonging.
- Children are enthusiastic learners who are keen to explore and investigate. The stimulating and welcoming environment, both indoors and outside, supports children's independence and learning.
- All children, including those in receipt of additional funding and children with speech and language delay, make good progress from their starting points.
- Staff observe children and assess their development. Children have access to a wide range of interesting and exciting activities that help to promote different areas of learning. Children acquire the skills they need for the eventual move to school.
- Staff do not always consider the individual needs of all children as well as possible throughout the routine whole-group activities, particularly those who are less able.

What the setting needs to do to improve further

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

- improve the organisation of whole-group activities so that the individual learning needs of all children are always considered as well as possible, particularly those who are less able.

Inspection activities

- The inspector observed staff interacting with the children and the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector spoke to staff, parents and children at appropriate times during the inspection.
- The inspector held a meeting with the nursery manager and viewed relevant documentation, including evidence of the suitability of staff.
- The inspector conducted joint observations of staff practice and discussed how the manager evaluates the quality of teaching.
- The inspector viewed planning records and documentation relating to children's progress.

Inspector
Frances Oliver

Inspection findings

Effectiveness of leadership and management is good

The manager is enthusiastic and committed to the continuous development and improvement of the nursery and staff practice. Self-evaluation and effective team working contribute to a well-organised provision. The provider supports staff's professional development, for example through regular supervision and training. Staff use the skills and knowledge they gain to enhance how they support children with special educational needs and/or disabilities and speech and language delay. Safeguarding is effective. All staff are suitably vetted for their roles and benefit from comprehensive induction. Staff are clear about the indicators of abuse and what procedures to follow to ensure children are safe from harm. Parents state that their children enjoy their time at the setting. They highlight the progress their children have made since starting, in particular in their communication and language skills.

Quality of teaching, learning and assessment is good

Overall, teaching is good and staff plan well for children's interests, stages of development and learning needs. For example, younger children enjoy the sensory experience of exploring the different textures when making play dough. They gain good physical skills as they mix the dough and mould it into different shapes, developing the small muscles in their hands. Children choose freely from a range of activities. Staff play alongside children and support their learning well. For example, they model positive language and introduce new words. This helps to extend their language development well as they hear sounds and the correct pronunciation of words. Staff make the most of opportunities to encourage children to count and develop their mathematical skills. For instance, they use mathematical language frequently during interactions and play to support children's knowledge and understanding. Staff share their observations of children's development with parents and involve them in children's learning.

Personal development, behaviour and welfare are good

Children's behaviour is good and staff manage this in a positive way. They interact with children warmly and are encouraging. They praise and encourage children to help build their self-esteem and confidence. Staff support the children's emotional and developmental needs. For example, they develop secure relationships with children through an effective key-person system. Older children manage their self-care needs independently. For instance, they clear their plates after mealtimes. Children have opportunities to be outdoors on a daily basis. They develop skills of balance and coordination, for example as they negotiate and explore the balance logs and tyres. Staff plan cooperative, fun outdoor games which children relish.

Outcomes for children are good

Children are keen to play, investigate and explore. They are gaining good levels of confidence and independence. Children are developing strong mathematical skills as they count and identify numbers up to 10. They confidently take part in singing and listen to familiar stories. Children listen attentively as they follow the story, and staff encourage them to think about what is going to happen next. Children are prepared for their next stage in learning, including their transition to school.

Setting details

Unique reference number	EY444175
Local authority	Lambeth
Inspection number	10064106
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	61
Number of children on roll	77
Name of registered person	Lily's Kids Klub Limited
Registered person unique reference number	RP902590
Date of previous inspection	10 February 2016
Telephone number	02086748678

Lily's Kids Klub is a privately owned facility which re-registered in 2012. It is one of two settings owned by the same provider. The setting is open Monday to Friday from 7am to 7pm for 50 weeks of the year. It offers full day care for early years children and also operates a breakfast club, after-school club and holiday playscheme. The setting provides funded early education for children aged two, three and four years. It employs 21 members of staff, all of whom hold appropriate early years or play work qualifications at level 2 and above.

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