

# Inspection of Lilypads Daycare

10-12 Tinchbourne Street, Dudley, West Midlands DY1 1RH

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Inspection date:

21 November 2019

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## **Overall effectiveness**

## **Inadequate**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Not applicable

## What is it like to attend this early years setting?

### The provision is inadequate

Children's welfare and safety are not assured due to the poor practice in providing the required information to determine staff's suitability. Staff greet children on arrival and support their emotional well-being to help them settle. Since opening the nursery, the manager has implemented a number of curriculum planning systems. Not all staff are confident with the recently introduced system and teaching is variable. On the occasions when teaching is good, children are motivated and eager to learn. For example, staff use children's interest in playing in cardboard boxes to introduce new words and to reinforce concepts such as 'dark', 'in' and 'out'. During circle time, children show sustained levels of interest as they smell the spices they will add to the gingerbread. However, not all activities have a clear enough learning intention and staff do not consistently differentiate their teaching to meet the needs of the mixed age group. For example, a phonics activity does not capture children's interest and they lose concentration. Staff place a clear focus on children who speak English as an additional language to learn English. These children make steady progress from their starting points. However, staff do not have the highest aspirations for children with high levels of special educational needs and/or disabilities (SEND) to help them access a rich curriculum. Staff reinforce the behaviour expectations well and children respond to reminders of how to behave and are confident in their environment.

### What does the early years setting do well and what does it need to do better?

- The owner, who is also the manager, has failed to provide the required information to determine staff's suitability in relation to obtaining Disclosure and Barring Service (DBS) checks. This compromises children's safety and welfare.
- The manager does not take prompt and effective action to tackle identified weaknesses. For example, the red room, which children use for messy play, is not heated to a comfortable temperature. This compromises their health as the minimum required safe temperature for children is not maintained.
- Some staff do not have an in-depth understanding of how to provide planned and sequenced activities to help promote children's mathematics and literacy development. Consequently, the quality of teaching is not consistently good and children do not make enough progress in these areas in preparation for school.
- Staff do not consistently use information from the assessments of children's progress well enough to understand children's level of achievement and provide appropriately challenging activities. Consequently, teaching is variable and on occasions activities lack purpose and challenge.
- Children with high levels of SEND benefit from individual support to keep them safe and to work on their specific targets to support their development. However, staff do not provide a rich enough range of experiences throughout the day and adapt activities well enough to fully include them at all times.

- Staff benefit from training to help improve their knowledge. However, the manager does not use staff supervision and coaching well enough to raise the quality of teaching. For example, during her teaching observations, she does not help staff to identify precisely how they can raise the quality of their teaching to a consistently good standard.
- Staff build close relationships with parents and offer advice on parenting, such as how to promote good dental hygiene and manage behaviour. Staff work well to engage with parents and involve them in nursery life. For example, some parents are invited to talk to children about their job roles to help to teach them about the emergency services and their role in the local community.
- Children begin to learn about diversity and the wider world. For example, children's holiday photographs are displayed to encourage them to talk about their experiences and they exchange their experiences with a pen pal in Dubai. Staff value language diversity and teach children key words from the languages other children speak, such as Portuguese, Spanish and Arabic.
- Staff provide daily opportunities for children to be physically active outdoors in the fresh air. Children benefit from healthy and nutritious meals and snacks, and learn about the benefits of a healthy diet.
- Staff help children to learn about the needs of others and reinforce the codes of behaviour well throughout the day. For example, children know about the rules in place for their safety and learn how to be kind and care for the nursery pet rabbit. Children develop close relationships with their special friends and are confident in their environment.

## Safeguarding

The arrangements for safeguarding are not effective.

The vetting system to ensure all staff are suitable to work with children is inadequate. On the day of the inspection, the manager was unable to provide information to confirm that all of the staff employed have undergone enhanced DBS checks. The reference number, the date the check was obtained and details of who obtained the check are not recorded. Therefore, staff's suitability cannot be determined and this compromises children's safety. Promoting children's health and welfare is not prioritised well enough. For example, the manager has not taken prompt and effective action to ensure the temperature of the nursery is maintained at a comfortable level for children. Staff have a clear understanding of child protection issues and their knowledge is tested regularly by the manager.

## What does the setting need to do to improve?

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

	<b>Due date</b>
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complete enhanced DBS checks for all staff members so their suitability can be assessed, and record the check reference number, the date it was obtained and details of who obtained it	22/11/2019
ensure the temperature of the rooms throughout the nursery are maintained at a comfortable level for children	25/11/2019
improve staff's knowledge of how to provide a rich range of activities and experiences to help children make good progress in their mathematics and literacy development	23/11/2019
improve the use of the information obtained from assessing children's progress to help staff understand children's level of achievement and plan appropriately challenging activities for their individual needs	23/11/2019
improve the support and the range of experiences on offer throughout the day for children with high levels of SEND to help meet their needs and include them more fully in the activities	23/11/2019
improve arrangements for the supervision and coaching of staff to ensure that professional development has a clear focus on raising the quality of teaching to a consistently good level.	23/11/2019

## Setting details

<b>Unique reference number</b>	EY544928
<b>Local authority</b>	Dudley
<b>Inspection number</b>	10113280
<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>	0 to 8
<b>Total number of places</b>	28
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Lilypads Daycare Ltd
<b>Registered person unique reference number</b>	RP544927
<b>Telephone number</b>	07393183439
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Lilypads Daycare registered in 2017. The nursery employs five members of childcare staff. Of these, one holds an early years qualification at level 6, three hold appropriate qualifications at level 3 and one is unqualified. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Parm Sansoyer

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed two joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager, who is also the owner. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents.

We carried out this inspection 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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