

# Inspection of Lilliput Day Nursery

Boston Enterprise Park, Boston PE21 7TT

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Inspection date:

27 September 2021

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Requires improvement

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

### The provision requires improvement

Children have built secure relationships with staff. One-year-old children laugh with delight as they jump out from hiding places and say 'boo' to staff. Two- and three-year-old children greet new people, introduced to them by staff, with a wave and a smile. Children learn how to keep safe by following good hygiene practices. One-year-old children pick up their breadstick they dropped on the floor. They follow instructions to put this in the bin as it is 'dirty'. Three-year-old children tell staff that the food they have dropped on the floor has germs on it and cannot go near their mouth.

Children engage in activities for long periods of time and enjoy learning about new things. One-year-old children clap their hands together after they successfully throw a ball into a container after trying a number of times. Three-year-old children spend time listening to staff explain how to make water warm, they are inquisitive and ask questions to learn more, such as 'where does water come from'. However, children's learning is not always focused enough on their individual needs. Also, parents do not receive ideas from staff on how to support children's learning at home. Children do not make as much progress as they are capable of.

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

- Leaders have taken some steps to improve quality, addressing the actions from the last inspection. However, they have not been able to ensure that all requirements are met. Leaders have appointed an interim manager who has made improvements to quality since being in post. Staff share that they now receive more support to develop their practice. The manager observes staff and gives them tips on how to improve. For example, she reminds staff to allow children to choose their play to maintain their interest in learning for longer periods.
- The manager has a clear plan on how to support children to progress in all areas of learning. She plans to build on children's existing knowledge through following their interests. Staff know children well and complete progress checks at age two that identify any areas of development that need more support. They provide experiences that engage children and support them to learn. However, when planning activities, staff do not focus enough on individual children's current knowledge and what they need to learn next.
- Parents report that they are pleased with the care provided by staff. They say that their children are happy and safe at the nursery. Parents say that quality has improved since the new manager has been in post. They like the increase in the variety of activities, such as local walks and visits to farm shops. However, parents have not received a recent update on their children's progress. Staff do not tell parents what children need to learn next and how to support children's

learning at home to help their progress.

- Staff support children to learn appropriate boundaries and routines. They promote positive behaviour by praising children regularly. Staff model good manners, thanking one-year-old children for passing them their shoe when getting ready to go outside. One-year-old children thank staff for giving them a cloth to wash their face with after lunch. Two-year-old children go for their nappy change immediately when asked. They enjoy the praise they receive throughout. Three-year-old children take turns adding soap to wash dolls hair. Children listen to instructions well and play together nicely.
- Staff extend on experiences that children receive at home. Children enjoy baking and staff have used this interest to teach them about healthy eating. They made banana pancakes using healthy ingredients and staff shared the recipe with parents. Children have also learned about helping their local community. They brought in food for people who cannot afford this themselves, learning about those who are less fortunate.
- Children show good determination to complete tasks on their own with encouragement from staff. One-year-old children pull hard to zip up their coats after being shown by staff what to do. Two-year-old children enjoy praise from staff for mixing ingredients in a bowl with a large wooden spoon. Three-year-old children say proudly, 'I did it', when they eventually squirt soap out of the dispenser after pushing down hard for some time. Children are developing good physical skills to help them become independent and ready for their next stage of education.

## Safeguarding

The arrangements for safeguarding are effective.

The manager is the lead for safeguarding and has a good understanding of her role. She ensures that staff have a clear understanding of child protection issues. She leads discussions at team meetings and asks staff questions to check their knowledge. Staff are clear on signs that may indicate a concern about a child's welfare and to report these to the manager. Staff supervise children closely to keep them safe. At lunchtime, they sit with the children and remind them not to put more food in their mouth until they have finished what they are chewing.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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ensure parents know what their child needs to learn next and are given support to help guide this learning at home.	29/10/2021
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**To further improve the quality of the early years provision, the provider should:**

- improve staff's planning of children's learning so there is more focus on what children need to learn next.

## Setting details

<b>Unique reference number</b>	EY550079
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10113245
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	52
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Mahmood, Yasir
<b>Registered person unique reference number</b>	RP516856
<b>Telephone number</b>	07446093707
<b>Date of previous inspection</b>	6 June 2019

## Information about this early years setting

Lilliput Day Nursery registered in 2018 and is located in Boston, Lincolnshire. The nursery employs eight members of childcare staff. Of these, five hold appropriate childcare qualifications at level 3 and one at level 2. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 7am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Will Good

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector completed a learning walk with the manager who talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector completed a joint observation of an activity in the pre-school room with the manager and discussed their assessment of the staff interactions with children.
- The inspector spoke to staff to check what they wanted children to learn, their understanding of safeguarding and how they supported their key children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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