

# Inspection of Lilypads Daycare

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

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Inspection date:

24 January 2022

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Inadequate

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

### **The provision requires improvement**

Children separate well from their parents at the door, when they arrive at the nursery, but those children who return after a period of illness find it hard to settle. Nevertheless, children respond well to the caring staff, who provide cuddles and gentle reassurance. This supports children in developing secure attachments. Children demonstrate good social skills and develop positive relationships with others. They enjoy activities in small groups as well as independent play. Children have fun with their friends and with the small staff team.

Children develop good independence skills. For instance, they cut their own fruit for snack and pour their own drinks. They take their coats off on arrival and hang them on their own individual pegs, before self-registering by finding their photo and placing it into the arrivals holder.

The manager has clear intentions for what she wants children to learn. However, not all staff have confidently put the manager's curriculum aims into practice. Therefore, the quality of education requires improvement. That said, staff and children interact together with warmth and sensitivity. Staff make sure that children who speak English as an additional language have opportunities to see, hear and use their home languages. All children demonstrate that they are happy and comfortable in their surroundings and confidently seek support where needed.

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

- The provider has met the actions from the last inspection that related to the safeguarding and welfare requirements. The manager now has records in place to evidence that vetting checks have been completed for all staff. She has improved the heating, and staff now monitor the temperature in rooms throughout the day. In addition, the manager has developed strategies to monitor staff practice to help raise the quality of the provision.
- The manager has improved how the nursery supports children who may have special educational needs and/or disabilities (SEND). Staff work with parents and external professionals to put an individual plan in place for children who need it. This means that children with SEND benefit from targeted support, to help them make the progress they are capable of.
- Staff in the pre-school room understand children's levels of development from their starting points and know what children need to learn next. However, staff working with toddlers focus activities in response to children's interests. They are not yet good at planning the curriculum to focus on the skills and knowledge they want children to learn. As result, the curriculum is not yet sequenced effectively to help children make timely progress in all areas of their learning.
- Children benefit from trips to the local zoo and parks. They visit the library to

borrow books. Staff take children to the local shop each week, where children choose fresh fruit and vegetables from the assorted produce. They bring it back to the nursery to eat at snack time. Children enjoy the sensory experience of tasting different fruits and vegetables and making smoothies. These experiences widen their knowledge of their community and of the world.

- Children enjoy exploring and playing together. They are beginning to learn about good oral health through activities, such as practising teeth brushing on model teeth. Children have frequent daily opportunities to play outdoors. They enjoy mark making with chalks and finding the hidden dinosaurs with staff. However, there are fewer opportunities for children to take part in a range of play activities and experiences as there are too few resources outside.
- Children enjoy singing familiar songs and rhymes, which supports their communication and language development. Some children enjoy sitting and looking at books. Others listen to stories being read to them. However, some books are torn and have pages missing, which limits children's enjoyment of stories.
- Overall, children's behaviour is good. Staff are aware of the reasons why children's behaviour, occasionally, becomes inappropriate and can recognise the trigger points. Staff are good role models and teach children good manners, such as saying please and thank you as they play. Staff support parents to manage their children's behaviour at home.
- Parents say that they are happy with the provision. They say that communication with the nursery is good, staff are friendly, that their children enjoy nursery and are learning things that they have not been taught at home.

## Safeguarding

The arrangements for safeguarding are effective.

The manager, who is also the provider, ensures that sufficient qualified and experienced staff are available to work with children. She ensures that staff are clear about their roles and responsibilities for safeguarding children. All staff monitor children's welfare and are aware of the indicators that a child might be at risk of harm. They all have a good understanding of the safeguarding procedures and know how to report any concerns they may have. The manager collaborates closely with other professionals to safeguard children and to support families. Staff complete daily risk assessments and supervise children closely to identify and minimise potential hazards.

## 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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improve the assessment arrangements to ensure that all staff understand children's progress and what they need to learn next to help them to make more rapid progress	25/02/2022
support staff in the toddler room to understand the curriculum intention and implement is consistently.	25/02/2022

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

- improve the outdoor provision for children to ensure sufficient suitable resources and activities are available to support their learning
- monitor the quality of books that children access to ensure that they are in good condition, so that children's enjoyment of stories and reading is not limited.

## Setting details

<b>Unique reference number</b>	EY544928
<b>Local authority</b>	Dudley
<b>Inspection number</b>	10133017
<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 at time of inspection</b>	1 to 9
<b>Total number of places</b>	27
<b>Number of children on roll</b>	22
<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>	21 November 2019

## Information about this early years setting

Lilypads Daycare registered in 2017. The nursery employs five members of childcare staff. Of these, two hold an early years qualification at level 6, two hold appropriate qualifications at level 3 and one is unqualified. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Bev Devlin

## Inspection activities

- This is the first routine inspection the provider received since the COVID-19 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 manager showed the inspector around the nursery and discussed her curriculum aims for different children.
- The inspector spoke to the manager, staff, parents and children at appropriate times throughout the day.
- The inspector sampled documentation, including evidence of staff qualifications and information used by the provider to determine staff suitability.
- The inspector observed teaching and completed a joint observation of an activity with the deputy manager.
- The inspection took place without notice.

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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