

Inspection of Lilliput Nursery School

33 Town Lane, Whittle Le Woods, Chorley PR6 7DJ

Inspection date: 14 April 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive at the nursery happy and ready to start the day. They have adapted well to the changes made due to the COVID-19 pandemic. On arrival to nursery, children are happy to separate from their parents and are greeted by warm and welcoming staff. Children show they feel safe and secure when in nursery. Staff pride themselves on providing a homely environment where children feel relaxed and able to learn. Children quickly settle into the daily routines of the nursery. They make independent choices on the direction of their play from the selection of enjoyable and interesting toys provided. All children make good progress in their learning. They are motivated and eager to take part in a range of interesting and varied activities which capture their imagination.

Children benefit from lots of opportunities to develop their physical skills. They have access to a purpose-built outdoor play area, providing them with a range of enriching opportunities to support their physical development. Children take charge of their own risk assessments before playing in the garden; this allows them to understand risks and hazards. Children benefit from activities to support their emotional well-being. They talk about their feelings, which helps them to manage their emotions. For example, children use the 'worry monster' during self-registration as an opportunity to highlight their feelings. This allows the staff to talk to them about their emotions.

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

- The manager and staff are committed to their roles and responsibilities. They have high expectations for all children and develop a curriculum based on children's interests and what they need to learn next. For instance, they use children's interest in bubbles to encourage them to explore how they are formed. Children delight as staff try and envelop them in a giant bubble using a hula hoop.
- Staff know the children very well. They know what their key children can do and need to do to learn next. This includes support for children with special educational needs and/or disabilities. All children make good progress in relation to their individual starting points.
- Children practise new words they have heard in role play. For example, they talk about the 'spikey' and 'smooth' textures, as well as 'squeezing' the dough. Toddlers link up to five words together. For example, they say 'this dough is very sticky'. They show excellent early language skills.
- In the main, children have opportunities where they demonstrate good levels of independence. For example, the children are able to put on their own coat and wellies when going into the garden. However, this is not consistently embedded. At other times, staff carry out tasks for children who are capable themselves. For

example, during snack and mealtimes, staff serve the children instead of giving them the opportunity to do this themselves.

- All children behave well, understand expectations and engage in activities with interest. Babies are eager to take part and concentrate. For example, they enjoy joining in when singing 'Row, Row, Row Your Boat'. Babies sing along tunefully and demonstrate that they are extremely contented in their nurturing environment.
- The nursery chef prepares healthy and nutritious home-cooked meals and snacks. Children are encouraged to try new foods. This helps them to learn about and understand the importance of a healthy diet.
- Staff support children to manage their feelings and emotions. The introduction of new well-being activities helps to promote a sense of calm across the nursery. Children thoroughly enjoy taking part in the activities, such as peer massage. This helps to support the increased self-control, confidence and ability to form exceptional relationships with others.
- The manager demonstrates her investment in the staff through meaningful supervisions. They make staff well-being a priority and organise events, such as well-being walks, to promote team building and a positive mind. Staff practice is highly valued and recognised through the team 'shout out' board. This enables the staff to have increased positive energy and enthusiasm across the team.
- Partnership with parents is a strength of the nursery. Parents speak highly of the nursery staff and talk about the support they have received, particularly during the pandemic. Parents are happy with how the staff communicate with them. They enjoy receiving notifications via the new parent app, about what the children have been doing during the day.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is paramount. They access a secure environment, free from risks or hazards. Staff have a strong understanding of child protection issues. They know how to recognise any signs or symptoms that may indicate a child is at risk of possible harm. Staff understand procedures to report any concerns they may have about a child. They access ongoing training to ensure their safeguarding knowledge is current and up to date. Staff reflect on this in their staff meetings, sharing new and emerging themes and trends.

What does the setting need to do to improve?

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

- offer children continued opportunities to further develop their independence, allowing them to carry out more tasks for themselves.

Setting details

Unique reference number	EY495235
Local authority	Lancashire
Inspection number	10231383
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	39
Number of children on roll	49
Name of registered person	Bamford, Kelly
Registered person unique reference number	RP517023
Telephone number	01257271762
Date of previous inspection	3 August 2016

Information about this early years setting

Lilliput Nursery School registered in 2015. The nursery employs 11 members of childcare staff. Of these, three hold an appropriate early years qualification at level 6. The nursery opens from Monday to Friday, all year round, except for bank holidays and a week at Christmas. It is open from 7.30am to 6pm. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Jason Holmes

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Discussions were held with staff, parents and children at appropriate times during the inspection.
- A joint observation was carried out with the nursery manager.
- Meetings were held with the manager to discuss their evaluation of the provision and the impact on children's progress.
- 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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