

Inspection of Lily Daycare IV

Sneinton Childrens Centre, Edale Road, Nottingham NG2 4HT

Inspection date: 20 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 setting eager for their day to begin. They confidently leave parents at the door and settle quickly. Children are keen to engage with the range of activities on offer. For example, children thoroughly enjoy sensory play. They concentrate as they explore textures such as cornflour and straw. Children build towers with soft-play shapes. Staff encourage children to use mathematical language during their play, such as triangle and circle. Children follow staff instructions as they make dough. They enjoy getting messy as they mix the ingredients together. Children are learning to find solutions to their own problems. For example, children need somewhere to put their tubs of sand. They safely carry a toy ironing board outside to make a shelf.

Children are developing their small-muscle skills. For example, children concentrate as they carefully use chalks to draw shapes on the ground. They confidently tell staff they are drawing spiders. Children follow instructions as staff suggest they add some eyes and legs to the spider. Children persevere as they work out how to use a grabber to pick up large foam bricks. Staff model how to hold the grabber and encourage children to keep trying. Children show delight as they successfully grab bricks and place them in the toy wheelbarrow. This supports children to develop the muscles they need for early writing.

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

- Staff provide opportunities for children to be physically active. For example, children confidently climb on climbing frames and rock back and forth on the see-saw. Staff challenge children to move a large tyre. They suggest they try and roll it. Children show pride when they achieve this. This helps children develop their muscle strength and coordination.
- Children with special educational needs and/or disabilities are given effective support and staff monitor their development. They know the children well and provide activities based on children's individual interests. In addition, staff run focused activity groups for children who speak English as an additional language. To this end, children make good progress from their starting points.
- Staff recognise children need support with social interactions following the COVID-19 pandemic. Children respond well to staff and have learned to interact and communicate their needs. However, children are not yet supported to do this with each other. For example, children do not play with each other or talk to each other during daily routines, such as snack time. This means children are not fully developing the social skills they need for their next stage in learning.
- Staff encourage children to develop their independence skills. For example, children chose their own activities, they recognise when they need the toilet and serve themselves snack. Staff provide a helping hand when necessary. This

supports children to do things for themselves.

- Staff provide children with healthy snacks and fresh drinking water. They use reference cards to show children what dirty hands and clean hands look like. To this end, children are developing good hygiene routines and know to wash hands before meals and after messy play.
- Staff support children to behave well. They remind children to use their manners during play and daily routines. Any minor conflicts are dealt with swiftly. Children are learning to be helpful. For example, when a child accidentally spills some water, they readily fetch paper towels and help staff to clean it up. They beam with pride as staff thank them for being kind.
- Overall, staff are effective in supporting children's speaking and listening skills. For example, staff engage in simple conversations during children's play, which encourages children to copy. However, on occasion, staff ask children questions, but then quickly give the answer themselves. This means children do not get time to think and respond.
- Leaders and staff actively engage with other professionals, such as community groups and family support workers, to help close the gap in learning for children. Leaders provide children with home learning bags. This provides parents with resources such as baking, songs, stories and crafts. This helps children to continue learning at home. Parents say they valued this during the COVID-19 pandemic.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand the different types of abuse and possible signs that may indicate a child is at risk of harm. They know what procedure to follow if they have concerns, including how to report concerns about another member of staff. All staff have completed up-to-date safeguarding training. The setting is secure and routinely checked to ensure the ongoing safety of children. The manager conducts safer recruitment checks to ensure the ongoing suitability of staff working with children. Staff help children learn how to play safely. For example, they remind children to sit on chairs properly, so they do not hurt themselves.

What does the setting need to do to improve?

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

- ensure that all staff give children enough time to process their thoughts and express their ideas when responding to questions
- utilise activities and daily routines to help children to learn how to interact and positively communicate with each other.

Setting details

Unique reference number	EY466365
Local authority	Nottingham
Inspection number	10219782
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 at time of inspection	2 to 3
Total number of places	48
Number of children on roll	22
Name of registered person	Lily & Co Limited
Registered person unique reference number	RP904216
Telephone number	01159 508148
Date of previous inspection	11 August 2016

Information about this early years setting

Lily Daycare IV registered in 2013 and is in Sneinton, Nottingham. The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3, one at level 2, and one at level 6. The nursery opens from Monday to Friday, term time only. Sessions are from 9.15am until 12.15pm. The nursery provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Susan Hyatt

Inspection activities

- This was 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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- 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 observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents and grandparents shared their views of the setting with the inspector.
- 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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