

Inspection of Lilliput Day Nursery

Boston Enterprise Park, Boston PE21 7TT

Inspection date: 11 July 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is significantly compromised. They are left in the care of staff who are not suitable to work with children. Staff do not have sufficient knowledge and understanding of child protection. They do not recognise some signs a child may be at risk of harm and do not know where to accurately raise these concerns. Children are exposed to risks in the environment, as staff fail to identify and minimise hazards. Medicine is left in children's bags that are accessible to children.

Equipment such as the playhouse outside, has nails exposed where children walk. Staff fail to prioritise children's good health. They do not take steps to minimise the risk of infection. They fail to clean the room children have been in after they are sent home poorly from a contagious infection. During the inspection, pre-school children appear particularly hot in their room yet staff do not take action to address this.

Children do not know what behaviour is expected of them, as staff do not provide consistent boundaries. For example, some staff tell children not to run inside while other staff allow them to. Staff do not respond when children throw resources inside, although they tell children to respect resources.

Children receive a poor quality of education, as staff lack the knowledge and skills to help them develop the skills they need. They do not provide carefully planned activities and experiences that help children build on what they know and can do. Staff are not always responsive to children's individual care and learning needs. Children with special educational needs and/or disabilities spend much of their time unoccupied. Young babies become upset, as they are hungry but do not get their bottle of milk in a timely way. Some children are unable to build secure relationships with staff, as the staff they are with are not consistent enough. This has a negative impact on how safe and happy they feel. Some children who speak English as an additional language point at staff, upset, as they are not sure who they are.

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

- Most staff lack understanding and knowledge about how to best help children learn. Although some staff identify what children know and can do, they do not use this information to support children to make progress in their learning.
- Staff do not consider gaps in children's learning, when planning experiences or the resources available in the environment. Babies cannot make suitable choices in their play, as they are taken into a room with inappropriate resources for their age.
- Staff provide activities such as 'yoga' sessions but do not have clear intentions for what knowledge or skills they want children to learn. This is too easy for

most children who become uninterested very quickly and ask, 'Is it finished yet?' Staff do not encourage them to listen and follow instructions, therefore, children demonstrate unwanted behaviours and walk off.

- Staff do not consistently adapt their interactions to meet the needs of children. Some staff talk to children about what they are doing and ask them questions. At times, they give children time to think and respond. However, staff do not support children who speak English as an additional language to communicate. Therefore, these children struggle to explain what they need and become increasingly upset and distressed. Staff interacting with older children do not explain new vocabulary to them to extend their learning.
- Staff do not teach children how to share and resolve conflict. When children disagree and shout at each other, staff do not help them manage and explain their feelings. When staff ask children to line up, they are not sure what this means. Some children carry on playing and some try to walk into another room. Staff explain they are concerned about some children escaping the room due to the lack of understanding of the behavioural expectations. This results in children appearing very hot and in the unventilated room with staff unable to open the door to the garden in an effort to cool the room.
- Children do not become independent as staff do not provide them the opportunity to try things for themselves. At lunchtime, leaders tell staff to make children 'self-serve' their food, but they do not appear to know what this means. Children's inexperience means that they struggle to serve their own food.
- Leaders do not know and fulfil their responsibilities in light of significant events. For example, they have failed to inform Ofsted that they had reported a member of staff to the local authority designated officer due to concerns about their suitability. While the leadership team is new to the setting and they have identified areas of weakness, including poor teaching, they have not yet put strategies in place to improve these. Some training is provided for staff but leaders do not make sure it has an impact on staff practice.
- Parents are happy with the communication they receive from staff. Although they acknowledge that the education provided may not be as good as it could be, they are happy with the care their children receive. They are complimentary about the staff.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders do not have a secure understanding of their roles and responsibilities to safeguard children. They do not take appropriate measures to ensure the suitability of staff working with children. This puts children at risk of harm. Staff know some basic signs and symptoms of possible child abuse. However, they do not have a secure understanding of the signs and symptoms of radicalisation or female genital mutilation. Staff are not aware of where to raise concerns they have about children. Although leaders have systems for monitoring injuries children have at home, they have not used these effectively. Leaders do not ensure risk assessments identify or minimise all hazards in the environment. They do not make

sure staff have taken steps to ensure the rooms are a safe temperature for children.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure leaders take appropriate action to ensure all staff working with children are suitable to do so	09/09/2022
ensure all staff effectively identify and assess risks to children and take the appropriate steps to reduce potential hazards	09/09/2022
implement effective systems for identifying and providing the professional development staff need to improve teaching and ensure they are able to provide quality learning and development experiences for children	09/09/2022
ensure staff understand their role as a key person, so that the care and education provided are tailored to meet the needs of every child, including children with special educational needs and/or disabilities and children who speak English as an additional language	09/09/2022
ensure children's behaviour is managed appropriately and they are supported to manage their own feelings and behaviour	09/09/2022
ensure staff have a thorough understanding of the signs and symptoms of all types of abuse, with particular regard to the 'Prevent' duty and female genital mutilation, and know the correct procedure to follow if they have any concerns	09/09/2022

ensure children's good health and hygiene are prioritised.	09/09/2022
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Setting details

Unique reference number	EY550079
Local authority	Lincolnshire
Inspection number	10212590
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	0 to 4
Total number of places	62
Number of children on roll	36
Name of registered person	Mahmood, Yasir
Registered person unique reference number	RP516856
Telephone number	07446093707
Date of previous inspection	27 September 2021

Information about this early years setting

Lilliput Day Nursery, Boston, Lincolnshire, registered in 2018. The nursery employs six members of childcare staff. Of these, four hold appropriate childcare qualifications at level 2 and above. The nursery opens Monday to Friday, 7am until 6pm all year round, except for bank holidays and one week at Christmas.

Information about this inspection

Inspector

Lora Teague

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector observed and evaluated an activity.
- The inspector observed staff and children of all ages through the setting.
- The inspector held discussions with leaders and staff regularly during the inspection.
- Parents' and carers' views were taken into consideration.
- A sample of documents were reviewed, including paediatric first-aid certificates, suitability checks, and safeguarding policies and procedures.
- The manager and inspector conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.

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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