

Inspection of Lilie Pad Day Nursery

The Old Library, Coptfold Road, Brentwood, Essex CM14 4BN

Inspection date: 20 September 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children feel safe and secure at nursery, despite having only attended for a short period. Parents hand their children over to staff at the door and most come in readily. Staff gently distract those children who need extra support to separate from their parents. Children develop close bonds with staff and settle quickly. Staff are attentive to children's needs. They offer comfort and reassurance when the children require it. When some children struggle to regulate their emotions, staff talk to them in a calm manner. Staff act as good role models. For example, they encourage children to take regular drinks throughout the day, to ensure that they remain hydrated. Staff sensitively support children to understand what is expected. They recognise and praise children's efforts and achievements.

Children increase their confidence as they move around their environment and choose what they would like to do next. Staff interact purposefully, supporting children to play and learn. They get down to the children's level and join in with their play experiences. Children spend time investigating the sand and available resources. They experiment with paint and are proud of what they have achieved. Children are keen to go up the steps and down the slide on the indoor climbing frame. Staff supervise children well and offer support when required.

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

- The provider has a clear vision for the future of the nursery. Leaders have worked hard to address the actions raised at the last inspection. Significant changes have been made to the premises to ensure that it is safe and suitable and that children are not exposed to risks. Children are cared for by a well-qualified and experienced staff team. There are effective procedures in place to ensure that staffing arrangements continue to be met as numbers of children increase.
- Staff are supported to understand their roles and responsibilities. There is a robust induction process in place to ensure that staff are clear about the setting's policies and procedures. The management team checks that practice is regularly reviewed and provides ongoing support for the new manager. This includes opportunities for all managers, within the organisation, to meet and share good practice.
- The manager prioritises staff's well-being, particularly as the new team begin to work together. She regularly speaks to staff and uses observations to monitor and support staff's practice. Staff report that they feel well supported in their role.
- Staff work closely with parents to gain a thorough knowledge of the children they care for. They speak with parents, and together complete necessary records and share pertinent information. This helps staff to understand children's

home lives and prior experiences before coming to nursery. Staff use this information to provide effective settling-in experiences to meet children's individual needs. This includes any children who may be more nervous about coming to nursery and any child whose development is not as expected.

- Parents express that they are happy with the nursery. They comment positively on the settling-in procedures for their children. Staff speak regularly with parents, and use technology, to keep parents well informed about their children's care and learning.
- Overall, the manager has established a well-planned curriculum and aims to build on what children know and can do. Staff review and adapt the indoor environment to meet children's individual needs. However, they do not ensure that the outdoor areas are as well planned. This does not fully support those children who learn better outdoors.
- Children enjoy well-balanced, nutritious snacks and meals. Their individual dietary requirements are well met. Staff praise children for sitting at the table and for trying new foods.
- Staff are aware of the importance of supporting children's language and communication skills. However, they do not consistently adapt their teaching to the development stages of the children present. For example, some staff do not pose questions that encourage children to talk. In addition, staff are not consistent in how they help children to link letters to the sounds they make. This means that children do not make the best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

The provider has recently completed designated safeguarding lead training, to ensure that they are fully aware of safeguarding matters. Leaders and managers implement robust recruitment and induction procedures for new staff. This helps to ensure that all adults working with children are suitable. Staff know how to identify signs and symptoms of abuse and/or neglect. They understand the steps to take to refer concerns, both within the organisation they work for and to relevant agencies. This includes how to refer any concerns they may have about a colleague or member of the management team.

What does the setting need to do to improve?

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

- continue to review and develop the planning and organisation of the outdoor environment to fully support those children who learn better outside
- enhance staff's understanding and practice of how to help children build on their developing speaking and early literacy skills.

Setting details

Unique reference number	EY305294
Local authority	Essex
Inspection number	10232659
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	3 to 3
Total number of places	95
Number of children on roll	2
Name of registered person	Forrest Nurseries Limited
Registered person unique reference number	RP905754
Telephone number	01277 220727
Date of previous inspection	3 March 2022

Information about this early years setting

Lilie Pad Day Nursery registered in 2005. The nursery employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Harris

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector had a tour of the nursery and discussed how the early years provision and the curriculum are organised.
- A small number of parents shared their views of the nursery with the inspector during discussion and the inspector took account of these views.
- The inspector observed the quality of education being provided indoors and outdoors and assessed the impact that this has on children's learning.
- The manager and the inspector jointly observed and evaluated spontaneous activities.
- The provider, members of the management team and the inspector held a meeting together. The inspector looked at a sample of documents, including evidence of staff's suitability.
- Staff spoke to the inspector during the inspection.

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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