

Inspection of Lilac Frog Day Nursery

32 Church Road, Cheadle Hulme, Cheadle, Cheshire SK8 7JB

Inspection date:

27 September 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children happily enter this warm and welcoming nursery. They are pleased to see their friends and are quickly absorbed in play. Children are motivated to learn and show curiosity as they explore the activities. For example, babies enjoy painting activities. Older children concentrate intently as they practise cleaning the model teeth. Children learn how to grow herbs and vegetables and how to cook them for lunch. This helps children to know where their food comes from. Children are increasingly confident to carry out self-care tasks, such as putting on painting aprons and washing their hands.

Staff know the children well and plan a curriculum around their interests. However, on occasion, this is not sufficiently challenging for the most able children. Children behave well and gain the skills that they need to move up into the next room or on to school. Children play alongside others and learn to share and take turns. Children show that they feel safe as they follow the daily routines, which help them to know what is happening next. Babies learn how to manage risks and climb safely on play equipment. Older children enjoy undertaking tasks, such as setting the table and tidying up. They are confident to express their thoughts and ideas to staff as they explain the various roles their animals and dinosaurs are playing.

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

- Leaders and managers are committed to making improvements. They have addressed the recommendations from the previous inspection. For example, staff now receive professional supervision and are provided with regular feedback. Staff have regular opportunities to access training and to further their professional development. This has improved the quality of care provided to children.
- Overall, staff support children's emerging communication and language skills. Most staff identify vocabulary to enhance children's language. As a result, children use words such as 'paradise' to describe where the lion lives. However, some staff working with younger children do not always model the correct pronunciation of words, which hinders children's communication and language skills.
- Children access a wide and varied curriculum that successfully links to their interests. For example, staff plan activities about animals or pretend characters to actively engage children. However, staff are not always clear on the learning intent for children's learning. Although the children are interested in the activities, their learning is not supported to the highest level.
- Older children acquire lots of knowledge and skills that help them to prepare for their move to school. Children are provided with lots of opportunities to count and to recognise numbers and letters. Children use mathematical language well

as they play. For example, they talk about needing one more plate as they set the table.

- Children learn how to keep themselves fit and well. They are provided with healthy meals and snacks. They talk confidently about foods that are not good for them, such as sweets and fizzy drinks. Older children enjoy taking part in the 'daily mile' and confidently count their laps as they run around the garden. Babies are provided with opportunities to crawl and practise their walking skills. As a result, children develop their physical skills, which enables them to explore the environment.
- Staff work well in partnership with the parents and others. They work closely with professionals to support children with special educational needs and/or disabilities. This ensures that the children's learning is well supported. Parents comment that they are very well informed about their child's time at the setting. They know what they can do at home to support their child's learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders have a secure understanding of their responsibilities to keep children safe and of the setting's whistle-blowing procedures. They complete regular training to ensure that their knowledge remains current. Staff recruitment and vetting procedures are secure. Consequently, children are cared for by suitable staff. Risk management strategies are effective. This means that any risks are quickly identified and addressed. Children learn how to keep themselves safe. For example, they know how to carry knives safely when setting the table.

What does the setting need to do to improve?

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

- help staff to understand how to further extend children's growing vocabulary and communication skills
- strengthen staff's understanding of the curriculum so that they are clear on what the youngest children need to learn.

Setting details

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| Unique reference number | EY418216 |
| Local authority | Stockport |
| Inspection number | 10216708 |
| 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 | 0 to 4 |
| Total number of places | 54 |
| Number of children on roll | 70 |
| Name of registered person | Lilac Frog Day Nursery Limited |
| Registered person unique reference number | RP530206 |
| Telephone number | 0161 486 6999 |
| Date of previous inspection | 9 November 2021 |

Information about this early years setting

Lilac Frog Day Nursery registered in 2010. The nursery employs 10 members of childcare staff. Of these, three members of staff hold qualifications at level 6, three at level 3 and two at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Chris Scully

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 deputy manager and responsible individual carried out a learning walk with the inspector.
- Children talked to the inspector about their friends and what they like to do at nursery.
- The inspector spoke to the staff at appropriate times during the day and took account of their views.
- Parents were spoken to, and their written testimonies were considered as part of the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.

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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