

# Inspection of Lilypads Day Nursery & Pre-School Ltd

78 Burton End, Haverhill, Suffolk CB9 9LR

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Inspection date: 11 November 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children excitedly wave goodbye to their parents as they are greeted by the incredibly nurturing staff, who know the children and parents very well. Babies and children are extremely sociable as they welcome visitors with a huge smile and initiate a friendly hug. Outdoor play is prioritised. Children love playing outside and exploring the natural environment. Children play games, test their physical limits, express themselves and build their self-confidence. For example, children show determination as they negotiate a winding balance beam. They develop their physical skills as they pull themselves up on to a big tyre. Children shout gleefully 'I did it' while taking a challenging leap off the tyre and reaching up to the sky.

Staff expertly support children's speech and language development. They introduce new vocabulary to children in a meaningful way, and their communication skills develop exceedingly well. Children sing their favourite nursery rhymes spontaneously and retell stories to their peers. Staff promote in-depth discussions that are age-appropriate and extend children's knowledge of the subject being taught. Staff respond to young children's first words exceptionally well. They respond to babies' babbles and gestures as they learn to communicate. All children make significant progress in their speech and language development.

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

- The way that staff champion children's individuality is exemplary. Children openly express their thoughts and talk about what is important to them. For example, children put their dolls to sleep in the cots before politely asking staff to keep their voices down while the 'babies' sleep. Children are delighted as staff lower their voices and praise their parenting skills. As a result, children have positive learning experiences which are shaping and reinforcing appropriate morals and character development.
- Teaching is of an exceedingly high standard. All children make significant progress in all seven areas of learning. In addition, an ambitious curriculum is securely embedded throughout staff practice. Staff provide stimulating and extraordinarily inviting activities, which are based on children's interests. High levels of consideration are placed on the accessibility and inclusivity of self-selected resources. As a result, all children, including those with special educational needs and/or disabilities are proactive in leading their own learning and becoming independent in making positive choices.
- Staff model meticulous hygiene routines. Babies and children are becoming increasingly independent in their personal needs. Children use 'a magic trick' to put their coats on themselves. They push their arms through the sleeves and flip the coats over their heads. This fun method practised by children builds their self-esteem and motivation to become increasingly independent in managing

their self-care needs. Children self-serve their food at mealtimes. Children practise using tongs and spoons and learn the meaning of words, such as 'scoop' and 'squeeze', introduced by encouraging staff.

- Healthy lifestyles are highly valued in this provision. Children help plant seeds in the nursery allotment before collecting their yield and exploring it through touch and role play. Children watch their harvest being cooked by the on-site chef and enjoy eating it. This sequenced teaching helps children remember long-term what they have been taught, and to integrate new knowledge into larger concepts.
- Children develop a love of mathematics through play. Children explore different-sized bears by counting them, making patterns, and striving to arrange them by height.
- Staff have high expectations of the children. Children are extremely well mannered and show consistently kind behaviours to their peers and strong attachments to staff. Children applaud their peers when they have achieved something. This goodwill is motivated by the meaningful praise and encouragement given to children by the empowering staff.
- The management team are awe inspiring and passionate about delivering high quality care and education to all children. Staff report tremendously high levels of well-being, and this positive culture is felt through the way the staff interact and communicate together. Parent partnership is of paramount importance. Parents compliment this inclusive provision on superb communication and the remarkable and significant progress their children are making.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding is given unquestionable priority. The provider implements effective risk assessments to ensure that children can play safely indoors and outdoors. The provider and all the staff have regular safeguarding training and have robust knowledge to ensure the safety of children in their care. Staff demonstrate that they can identify children who may need early help or are at risk of neglect, abuse, grooming or exploitation. All staff went through a secure recruitment process to ensure their suitability to work with children. Additionally, the provider conducts regular checks to ensure the staffs continuing suitability.

## Setting details

<b>Unique reference number</b>	EY448938
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10235841
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	Lilypads Day Nursery & Pre-School Ltd
<b>Registered person unique reference number</b>	RP904300
<b>Telephone number</b>	01440 767 805
<b>Date of previous inspection</b>	17 March 2017

## Information about this early years setting

Lilypads Day Nursery & Pre-School Ltd registered in 2012 and is situated in Haverhill, Suffolk. The nursery employs 16 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 and above. The nursery is open from Monday to Friday, all year round. Sessions are from 7.30am until 6.00pm. The nursery staff provide funded early education for two-, three- and four-year-old children. Staff also offer a holiday club for children up to eight-years-old.

## Information about this inspection

### Inspector

Louisa Taylor

## Inspection activities

- This was the first routine inspection the provision has received since the COVID-19 pandemic began. The inspector and the manager discussed the impact of the pandemic, and the inspector has taken that into account in their evaluation of the setting.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The provider and inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The inspector carried out a joint observation with the provider and also discussed self-evaluation.
- Children communicated with the inspector during the inspection.
- Parents and carers shared their views of the setting with the inspector.
- The inspector held a meeting with the management team and discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of the staff working in the setting

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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