

# Inspection of Lietutis Day Nursery Ltd.

19 Norfolk Road, ILFORD, Essex IG3 8LQ

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Inspection date: 30 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 feel a strong sense of belonging at this bilingual nursery. Children learn to speak Lithuanian and English. They enjoy learning about Lithuanian culture and dress. Children eat Lithuanian food and especially enjoy their beetroot soup. At lunchtime, children carefully carry the warm bowls of soup to their friends. They sit around and chat to each other as they eat their food. In the baby room, children learn to use spoons to feed themselves. Babies sit patiently and wait for their food. There is a strong structure and routine. This helps children to feel safe. Children build on their skills through repetition.

Children spend time outside. They kick the ball to each other and slide down the slide. Children swing on the swings and hide from each other. They develop their physical skills. Children know that spending time outside helps them to be healthy. They learn to take turns and understand that everyone should have a go. Children's behaviour is good.

Children's communication and language is particularly well supported. Staff sing to children in Lithuanian and English. Children listen to interactive stories brought to life with puppets. For example, staff read the 'Pagrandukas' story. Children are captivated as staff read the story. They join in with the actions as the ball of dough must run away. When the bear appears in the story, children make a bear noise. They laugh as staff pretend to be the bear.

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

- Managers and staff have a clear learning intent. They aim to support children to become competent, self-confident and independent. Staff know that this will help children to be ready for the next stage of their education.
- Staff plan a curriculum that considers what children already know. They use this information to plan exciting activities that help children to reach their developmental milestones. The curriculum is ambitious and helps children to be ready for school. For example, children learn to count and explore the letters of the alphabet.
- Managers and staff understand how children learn. They plan a curriculum that covers the skills that children need to develop. However, staff do not consistently link all activities to individual children's next steps in learning. This means that children do not always have opportunities to extend their learning further.
- Children with special educational needs and/or disabilities are particularly well supported. The experienced special educational needs coordinator creates individual learning plans for children. Managers and staff work together to carefully consider any external support that children may need. They liaise with

experts outside the setting. All children receive the timely support that they need to achieve the best outcomes.

- Managers and staff understand how children learn language. They use a range of strategies to teach English and Lithuanian to children. Staff use books and stories to teach children new vocabulary. Children develop a strong understanding of language.
- Managers and staff have warm relationships with children. They provide reassurance and support when needed. When children struggle with their feelings, staff take swift action. Children feel safe and secure and are ready to learn.
- Managers and staff know that communicating with parents effectively is important. However, sometimes, they do not always check that parents have understood the information that they have received. This means that not all children are able to extend their learning at home.
- Parents report that they are happy with the care that their children receive. In particular, they notice how their children quickly develop self-care skills and are able to feed themselves independently.
- Staff plan opportunities for children to learn about other cultures outside their own. However, they do not plan consistent opportunities to help children to understand about their local community.
- Managers are reflective of their own and staff's practice. They regularly plan professional development opportunities for staff to extend their knowledge. Staff feel valued. They know that they have the knowledge and skills to support children to learn.

## Safeguarding

The arrangements for safeguarding are effective.

The managers and staff team have a thorough understanding of their responsibility to keep children safe. They maintain an up-to-date knowledge of the signs that may indicate that a child is at risk of harm, including the risks associated with extreme views and beliefs. The procedures for reporting concerns about children, or adults working with children, are clearly outlined in the setting's safeguarding policy. There are robust recruitment procedures and effective arrangements to check the ongoing suitability of staff.

## What does the setting need to do to improve?

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

- plan activities more carefully so that they challenge all children in their learning
- develop communication with parents further so that they are able to understand what happens at nursery during the day
- help children to extend their knowledge of the local community.

## Setting details

<b>Unique reference number</b>	EY460188
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	10236117
<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>	45
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Day Nursery Lietutis Ltd.
<b>Registered person unique reference number</b>	RP907654
<b>Telephone number</b>	07723056312
<b>Date of previous inspection</b>	9 January 2017

## Information about this early years setting

Lietutis Day Nursery Ltd registered in 2013. It is situated in Seven Kings, within the London Borough of Redbridge. The nursery is open each weekday, from 7am to 6pm, for 51 weeks of the year. It provides funded early education for children aged two, three and four years. The provider employs 12 staff, of whom seven hold early years qualifications between level 3 and level 6. The nursery provides care to children who speak Lithuanian and English.

## Information about this inspection

### Inspector

Kate Daurge

## 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 managers joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children spoke to the inspector during the inspection.
- The inspector carried out a joint observation of a communication and language activity with the managers.
- Parents 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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