

Inspection of Lilliput Childrens Day Nursery Ltd

Lilliput Day Nursery, 24 New Road, Rubery, Rednal, BIRMINGHAM B45 9HU

Inspection date: 18 November 2022

Overall effectiveness	Inadequate
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The management team and staff have failed to meet some of the safeguarding and welfare requirements. There are weaknesses in the knowledge and implementation of safeguarding policies and procedures. As a result, children's well-being and safety are compromised.

Despite this, children arrive happy at nursery. They separate with confidence from their parents and carers. Staff show a warm and nurturing welcome to every child. Children are confident to approach staff for support in their care, learning and emotional needs. If a child is upset, staff attend to their needs sensitively and talk to them about their emotions. Babies and toddlers smile and laugh often. Pre-school children sing and dance throughout the day. Children move around the setting with purpose and behave well.

The deputy manager and staff have high expectations for all children. Children are encouraged to explore and develop their own interests and ideas. Imagination, investigative skills, and creativity are valued. Babies enjoy sensory experiences, such as splashing in soapy water. Toddlers use tools to roll, shape and cut play dough. They readily use mathematical language, such as 'big' and 'star'. Pre-school children build and create, choosing their own recycled and natural materials. Children become fully absorbed in their play and learning, both indoors and outside. Children in need of additional support are quickly identified and referred to the appropriate external agencies to get the support they need.

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

- Leaders fail to fulfil their responsibilities to safeguard children. Staff, including those who have designated responsibility for safeguarding, do not have adequate knowledge of how to keep children safe. This puts children's safety at risk.
- Despite the safeguarding weaknesses, children's care practices are prioritised and support their development. Mealtimes, sleeping, and toileting arrangements are well considered and managed sensitively. Children are encouraged to become increasingly independent in managing their own personal needs. For example, they brush their teeth, select their own wellies and pour their own drinks.
- Developing relationships and good manners are of high priority for leaders and staff, who recognise the impact that the COVID-19 pandemic has had on children's social skills. A 'please' and 'thank you' song is sung at appropriate times. Staff model good manners, and children can often be heard using their manners unprompted by staff.
- The environment is calm and quiet as children use their 'indoor' voices and move

purposefully around the nursery. Children are usually engaged in an activity, which shows their positive attitudes to learning through their high levels of curiosity, concentration and enjoyment. Pre-school children sit quietly during group time and listen well. Children's behaviour is good.

- Children are encouraged to be curious and take risks as they learn through play. Natural and recycled resources encourage children to be imaginative and creative. Staff use what they know about the children to skilfully combine children's interests with additional themes. This helps to provide a rich and purposeful environment, which engages and challenges children and promotes their learning and development effectively.
- Staff know their key children well. They have a good understanding of the sequence of learning and how to support children to progress through their stages of learning. Staff observe children to identify what they need to learn now and next. As a result, children make good progress in their development and learning.
- Children in need of additional support are quickly identified. The special educational needs coordinator works well with external agencies to ensure children with special educational needs and/or disabilities get the support they need.
- Staff read stories and sing songs with children throughout the day. Sign language is taught and used to support communication. However, staff do not always use a range of effective strategies and resources to enable children who speak English as an additional language to have sufficient opportunities to learn and reach a good standard in the English language.
- Parents and carers share very positive views about the nursery. They report that they are very happy with their child's progress. They are kept well informed about their child's development, learning and well-being, and are given information about how they can support these at home.

Safeguarding

The arrangements for safeguarding are not effective.

The breaches in safeguarding place children at risk of harm. All staff do not know the correct local procedures to follow in the event of concerns about a child's welfare or if an allegation is made against a colleague. This is because leaders and managers have failed to ensure that they and staff understand the setting's safeguarding policy and procedures. That said, staff have some understanding of the different types of abuse and the signs and symptoms of it. Safer recruitment procedures are followed, including the background checks that are carried out to ensure the suitability of staff to work in the nursery. The premises are secure and risk assessments are robust.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and

Childcare Register the provider must:

	Due date
ensure all staff, including the leaders and managers, know and understand the correct procedure to follow and which agency to inform if they have safeguarding concerns about a child or a member of staff.	16/12/2022

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

- ensure staff use a range of effective strategies and resources to enable children who speak English as an additional language to have sufficient opportunities to learn and reach a good standard in the English language.

Setting details

Unique reference number	EY408142
Local authority	Worcestershire
Inspection number	10235397
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 5
Total number of places	50
Number of children on roll	47
Name of registered person	Lilliput Childrens Day Nursery Limited
Registered person unique reference number	RP906543
Telephone number	01214578383
Date of previous inspection	1 February 2017

Information about this early years setting

Lilliput Children's Day Nursery Ltd registered in 2010 and is located in Rubery. The nursery employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, one at level 2 and one is a level 2 apprentice. The nursery operates all year round. Sessions are available Monday to Friday from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Caroline Albanese

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 deputy manager joined the inspector on a learning walk and spoke to the inspector about the curriculum and what they want the children to learn.
- The inspector observed the quality of teaching and learning and assessed the impact this had on children's learning.
- The inspector completed two joint observations with the deputy manager of the nursery.
- The inspector spoke to the staff at appropriate times throughout the inspection.
- Parents and grandparents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The special educational needs coordinator spoke to the inspector about how she supports children with special educational needs and/or disabilities.
- A meeting was held with the inspector and the deputy manager, where they discussed self-evaluation and their action plan for improvement.

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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