

# Inspection of Lilliput Lodge Children's Day Nursery Ltd

Lilliput Nursery, Thimblemill Road, SMETHWICK, West Midlands B67 6NR

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Inspection date: 25 May 2023

<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 arrive full of enthusiasm, keen to spend time with their friends. They feel safe in the care of the gentle, nurturing staff and form strong bonds with them. Children, including babies, are confident to explore and choose their own play. Babies climb onto see-saws. They concentrate as they pick and investigate flowers in the garden. Older children select their sun hats as they prepare to go outdoors. Children are kind and thoughtful towards each other. For instance, a child says, 'After you' as they queue to go outdoors. Another asks, 'Are you ok?' when a child falls over. Children develop high levels of self-esteem. They proudly point out the work they have completed that staff have displayed in the rooms. Children learn the importance of a healthy lifestyle. They know to wash their hands before eating and join in discussions about the benefits of healthy foods and exercise.

Children with special educational needs and/or disabilities (SEND) are well supported to make the progress they are capable of, because staff have a detailed knowledge of the specific needs of each child. Throughout the nursery children benefit from good quality teaching. They are motivated learners who demonstrate a positive attitude towards their learning.

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

- The dedicated manager has devised a broad, ambitious curriculum that covers all areas of learning, and which is based on the learning needs and current interests of the children who attend. The knowledgeable and enthusiastic staff team implement the curriculum effectively across the nursery.
- The manager monitors children's progress closely to help to identify any gaps in children's learning. She provides swift intervention when children need additional help, offering effective small-group sessions and one-to-one support.
- The manager recognises the importance of continuous professional development to help support staff to carry out their roles. All staff, including apprentices, receive regular supervision and training to build on their knowledge and continually improve their quality of interactions and teaching.
- Staff manage children's behaviour well. They use positive reinforcement and praise. Staff support children to understand what staff expect of them, and offer gentle reminders when necessary. Consequently, children behave well.
- Children with SEND are well supported. The special educational needs and/or disabilities coordinator (SENDCo) has developed excellent partnerships with staff, parents and outside agencies to help to ensure that these children receive the support they need.
- Staff know their key children well. They plan exciting, ambitious activities based on children's interests and what they need to learn next. All children make good progress from their initial starting points. They develop the skills and attitudes

they need in readiness for their future move onto school.

- Staff plan a broad range of activities and experiences to extend children's understanding of the world. For example, children learn about the life cycle of different creatures, including chickens that hatched from eggs in the nursery.
- Throughout the nursery children learn to count and recognise shapes and numbers. Staff teach children about weight and capacity as they play with sand and water.
- Staff promote children's communication skills effectively. They acknowledge babies' sounds and gestures and narrate what they are doing as they play. Staff help two-year-old children to build sentences. They involve older children in interesting and meaningful conversations, encouraging them to share their views and opinions. However, on occasion, children are distracted from listening and concentrating on adult-led activities due to activities and routines taking place in the same vicinity simultaneously.
- Staff provide plenty of opportunities for children to develop their physical skills. Outdoors children run, climb and balance on logs. They develop their small muscles as they manipulate dough, and learn to use different tools, such as cutlery and scissors. Babies benefit from an environment that is designed to help them to develop their mobility.
- Staff promote healthy lifestyles. Children enjoy long periods of time outdoors where they benefit from fresh air and exercise. They have access to fresh drinking water and enjoy the nutritious meals and snacks provided the nursery. However, the lunchtime routine does not always work well in practice as sometimes children are sitting and waiting for too long before lunch.
- Parents are overwhelmingly positive and complimentary about the nursery. They comment on the regular communication they receive about their children's learning and development, and the ideas from staff about how they can continue this learning at home. Parents talk about the 'excellent progress' their children make during their time at the nursery, and how managers and staff 'go above and beyond' to meet their children's needs. Parents particularly appreciate the opportunities staff provide for children to be outdoors.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff are vigilant about keeping children safe. The premises are secure. There are robust procedures in place when visitors come to the nursery. Comprehensive policies include the use of mobile phones. The manager carries out checks to help to deem staff suitable to work with children. Staff know the possible signs of abuse and where to refer any concerns about a child or the conduct of a member of staff. Accidents are recorded and parents informed. There are appropriate procedures in place for administering medication. Children learn how to keep themselves safe. For example, they explain that they need sun cream 'to protect our skin'.

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

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

- enable children to listen and concentrate without distraction during adult-led activities, for example by reviewing the organisation of other activities and routines that take place simultaneously
- review the organisation of lunchtime routines, so that children do not have to wait unnecessarily.

## Setting details

<b>Unique reference number</b>	EY227003
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10291907
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	66
<b>Name of registered person</b>	Lilliput Lodge Children's Day Nursery Ltd
<b>Registered person unique reference number</b>	RP520584
<b>Telephone number</b>	0121 420 4080
<b>Date of previous inspection</b>	8 January 2018

## Information about this early years setting

Lilliput Lodge Children's Day Nursery Ltd registered in 2002. The nursery employs 22 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 to level 6. The nursery is open each weekday, 7.30am to 6pm, throughout the year, except for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Karen Laycock

## Inspection activities

- This was the first routine inspection the nursery 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 setting.
- The inspector completed a learning walk with the nursery manager to gather information about how the provision and curriculum are organised. The inspector observed the quality of teaching to assess the impact of this on children's learning.
- The manager carried out a number of joint observations with the inspector to evaluate the impact of teaching on children's learning. The inspector held meetings with the manager and discussions with the nursery SENDCo.
- Parents spoke to the inspector and gave their views of the nursery. The inspector talked to children and staff at appropriate times during the inspection.
- The inspector looked at relevant documentation and evidence of staff suitability.

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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