

# Inspection of Lilliput Childrens Centre

Burwood Road, Hersham, WALTON-ON-THAMES KT12 4AA

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Inspection date: 19 July 2023

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children and parents receive a warm welcome on arrival. Staff provide a friendly and engaging environment, which enables children to feel safe and secure. Children settle quickly and demonstrate strong bonds with their key person and familiar staff. Staff know children well and are attentive to their needs. They provide cuddles, offer reassurance and give praise. As a result, children are confident to explore and show a positive attitude to their learning.

Children are inquisitive and keen to investigate. For instance, toddlers learn about colours as they mix paint and delight in seeing the changes they create. They work together with staff to wash and clean dolls, and they learn about routines that keep them healthy. Staff challenge children's thinking, which supports them to make predictions and problem-solve. For instance, as children build structures with blocks, staff ask questions to help them work out the tallest tower, what shape would make a good roof and what else they can use to build.

Children demonstrate their understanding of the nursery's rules. They remind their friends to share resources and wait patiently for their turn. Staff model expected behaviour and show respect to children. They regularly use praise and offer gentle reminders. Children behave well and use good manners. They help with tasks, which promotes their independence in readiness for the next stage of learning.

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

- The new senior management team has a good overview of what works well in the nursery and what needs to improve. The recently introduced curriculum builds on what children already know, understand and can do. Leaders support staff to build their confidence about how to use their skills to teach children. The manager and staff are developing their understanding of the new curriculum. However, the changes are not yet fully embedded to ensure that all staff consistently sequence children's next steps in learning, to meet their individual needs.
- Staff create an inclusive environment in which children's individuality is valued. They promote children's home languages and involve parents in sharing key words. Children learn about a variety of cultural festivals and traditions. Staff work with parents and other professionals to support all children, including those with special educational needs and/or disabilities. Staff skilfully adapt learning experiences to ensure that all children engage in activities and make good progress in their learning.
- Staff support children's language skills well. Children enjoy singing and talking with staff. They enjoy being read to and delight in hearing favourite stories. This helps to develop children's vocabulary skills well. For children who need

additional support with speaking, staff put plans in place to help them quickly catch up in this area of their learning.

- Staff provide an exciting and challenging play space for older children to explore. For example, pre-school children learn to cut with scissors, start to write numbers and form letters. Older children develop good large-muscle skills as they use obstacle courses. Staff help them to develop their climbing and balance skills and encourage age-appropriate risk taking. However, there are fewer opportunities for younger children to practise and develop their physical skills.
- Staff support children to develop healthy lifestyles. They teach children good hygiene routines. Children learn about healthy foods and the importance of drinking water regularly. By the time they reach pre-school, children confidently serve their own food, put on their own coats and shoes and play considerably with their friends. Staff at the nursery help children to learn these important personal and social skills, making the transition to school as smooth as possible.
- Partnerships with parents are strong. Parents comment that they appreciate the variety of activities on offer and that their children feel happy in the nursery. Staff work with parents to share children's key achievements, their overall progress and to suggest ideas to support learning at home. For instance, staff offer advice to parents as they begin to wean babies. When pre-school children are ready for toilet training, staff work with parents to support these routines.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff have a good understanding of their responsibility to safeguard children, which includes whistle-blowing. They recognise the signs and symptoms that might indicate a child is at risk of harm or abuse. Staff receive regular safeguarding training, including the 'Prevent' duty. They know the procedures to follow if they have any concerns regarding a child's welfare. The new senior management team has reviewed recruitment procedures to ensure the suitability of the staff team. Staff use risk assessments and daily checks to make sure that the environment is free from hazards. Children with dietary needs and medical care plans are well known by the staff who work in the rooms in which they receive care. Children's safety remains a high priority.

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

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

- develop the manager's and staff's understanding of the curriculum intent, ensuring it is embedded securely and consistently across the nursery
- strengthen opportunities for younger children to benefit from a wider range of experiences which consistently promote their large-muscle skills.

## Setting details

<b>Unique reference number</b>	2724277
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10303221
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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>	155
<b>Number of children on roll</b>	127
<b>Name of registered person</b>	Bright Stars Nurseries UK Limited
<b>Registered person unique reference number</b>	RP558337
<b>Telephone number</b>	01932 252202
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Lilliput Children's Centre, based in the village of Hersham, Walton-on-Thames, registered in February 2023. The nursery is open from 7.30am to 6.30pm, every weekday, for most of the year. The nursery is in receipt of funding for the provision of free early education for children aged, three and four years. There are 31 members of staff working with the children, 18 of whom hold relevant early years qualifications from level 2 to level 7.

## Information about this inspection

### Inspectors

Leanne Merritt  
Tara Naylor

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors spoke with the nominated individual about the leadership and management of the setting.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The lead inspector carried out joint observations of a group activity with the manager.
- Parents shared their views of the setting with an inspector during the inspection.
- The inspectors 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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