

Inspection of Lilliput Pre-School

Lilliput Pre-school, The Scout Hut, Derwent Drive, Hayes UB4 8DR

Inspection date:

15 September 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children arrive happily for their day to start. Staff greet children warmly as they arrive and, following a brief handover, take children into the setting. Children self-select from a wide range of resources that are well presented by staff. Children participate in a daily circle-time session. They sit with staff to discuss the days of the week. Staff quickly respond when children request their favourite songs, and children sing enthusiastically. Staff praise children for joining in with the words and actions.

The focus of the curriculum for children is not consistently clear and sequenced. For instance, managers discuss promoting children's independence and children being ready for the next stage in their learning. However, staff are unable to share how they implement this in practice for children attending the pre-school.

Generally, children behave well and engage in activities. However, there are times when staff do not consistently support children to regulate their behaviour. Managers identify children requiring additional support or with emerging special educational needs and/or disabilities (SEND). They have discussions with parents to seek consent for referrals or to initiate support from health professionals or colleagues in early years. However, they do not swiftly implement these.

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

- The quality of education is inconsistent. Staff do not deliver a curriculum that meets the individual needs of children. They do not differentiate planned activities to include the intended learning for children at different developmental stages or children with SEND. Staff do not make the most of all opportunities to fully extend children's learning. For example, they provide scales, coloured bowls and different-sized coloured animals. Staff do not challenge older children to problem-solve to balance the scales as they are too focused on children sorting by colour and size. This impacts on the progress that children make in their development.
- Staff positively support children's communication and language skills. For example, staff engage children in simple back-and-forth conversation as they play alongside them. They have clear expectations for each child during circle time, such as encouraging quieter children to respond with single words and more-confident children to use full sentences. However, at other times, staff do not promote children's language well. For instance, they ask children questions and do not give them time to think and respond, or they ask questions that only require a 'yes' or 'no' answer.
- Staff monitor children's development through an online application. They use the information gained from their observations to plan activities. Staff know the

children extremely well and apply this knowledge to provide well-resourced activities that support children's interests. However, they do not sequence or share next steps for children's learning. As a result, some staff do not identify next steps for children's development or gaps in their learning, including for children with SEND.

- Overall, children behave well. Staff reinforce positive messages about their expectations. Children learn the importance of sharing, taking turns and being kind to their friends. When children's behaviour escalates, staff remind children to use their 'walking feet' and not to run. However, staff do not consistently address children's behaviour as they may be with other children or, due to the size of the room, they do not have a clear view of what is happening.
- Parents state that 'communication is great' as they have an online application, receive messages and have face-to-face discussions with staff. Parents enjoy looking at the online application to view photos and access information on their child's care. However, staff do not encourage parents to share information about what their children are learning at home or give them opportunities to participate in the evaluation of practice.
- Leaders and managers demonstrate a strong commitment to the provision of high-quality resources and experiences for children. There are plans to upgrade the outside secure space, which is used daily by the children. Staff are also reviewing current arrangements for planning. Staff working in the pre-school feel well supported in their work. They share how they can approach leaders and managers for advice and guidance for ongoing professional development.
- Children celebrate the things that are special to them. For example, everyone recognises birthdays, such as by singing at circle time. Children learn about different cultural events, such as Diwali, and enjoy participating in crafts, such as making diya lamps. Staff provide a variety of books that reflect the diverse backgrounds of children attending the pre-school.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand the importance of keeping children safe. They are aware of the signs and symptoms that may indicate a child is at risk of abuse. Staff know the procedures to follow should they have a concern about a child's safety or well-being. They are aware of the role of the local authority designated officer and how to contact them if needed. There are robust recruitment and vetting procedures in place to ensure that all staff are suitable to work with children. Staff risk assess daily, ensuring that children are able to play in a safe and secure environment. Staff have procedures for signing children in and perform regular headcounts. They complete regular safeguarding refresher training to keep their knowledge of relevant issues up to date.

What does the setting need to do to improve?

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

- support staff to make effective use of observations and assessments to plan a more coherent curriculum, to enable the best possible outcomes for all children
- ensure that staff supporting children with SEND incorporate programmes and recommendations to help them make the best possible progress
- ensure that expectations for children's behaviour are clear and consistent across all routines and activities
- support parents to feel further involved in their children's learning and development
- help children to further develop their communication by asking open questions.

Setting details

Unique reference number	2652931
Local authority	Hillingdon
Inspection number	10305090
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	30
Number of children on roll	12
Name of registered person	Smith, Donna Louise
Registered person unique reference number	RP514949
Telephone number	07447653943
Date of previous inspection	Not applicable

Information about this early years setting

Lilliput Pre-School registered in 2021 and is located in the London Borough of Hillingdon. It operates during term time, from 9.30am to 12.30pm, Monday to Friday. There are three staff, who all hold qualifications at level 3. The setting receives funding to offer early education for children aged two, three and four years.

Information about this inspection

Inspector

Bernie Dunne

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 inspector had a tour of the premises to complete a learning walk. The manager described how the environment and the curriculum are organised.
- The inspector observed the quality of education, indoors and outdoors.
- A leadership and management discussion was held.
- At appropriate times during the inspection, the inspector spoke to parents, staff and children.

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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