

Inspection of Lilliput Playgroup

Springpark Drive, London N4 2NP

Inspection date: 6 February 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

Staff have worked hard to create a warm and welcoming environment for all children. Children are happy and settled as they have developed strong bonds with the caring and nurturing team. Staff generally support children to develop their independence, and children hang their coats on their pegs on arrival. Staff work very well together as a team. They are strong role models for behaviour and have high expectations of children. Children are polite and kind to one another.

Leaders have planned an ambitious curriculum for children to support them in developing a range of skills through later life. For example, children are confident at building with magnetic blocks, which helps to strengthen their hand muscles. There is a robust key-person system in place. Staff know their children extremely well and plan activities for their next steps. For example, children enjoy a cutting activity with the focus on learning to use equipment safely.

Children enjoy dancing and parachute games in the garden alongside their friends. They delight in throwing a parachute up and down. Staff support children to develop social skills as they encourage them to work together to make it move.

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

- The curriculum for speech and language development is well sequenced. Staff actively engage children in conversation as they play. For example, they ask what children are making from play dough and comment on how delicious their strawberry cake is. Children start to understand how to participate in conversations. Staff gently guide children to pronounce words correctly, adding to their vocabulary.
- Children develop their confidence through circle-time activities. They are encouraged to join in with singing songs and saying 'good morning' to their friends as the register is completed. This supports children who are less confident to feel involved.
- Staff introduce children to different mathematical concepts. They model mathematical language well using different resources. For example, children enjoy counting their friends as they play. Staff role model counting by rote, encouraging children to join in.
- Parents speak very favourably about the nursery. They say that communication is strong, and their children have made good progress. For example, a parent said that their child now speaks with more confidence due to the dedication of the nursery staff.
- Staff provide opportunities for children to develop their independence. Children tidy away their cutlery after snack and put their toys away as they finish playing. However, on occasion, this isn't consistently supported. For example, some staff

put coats on children as they go outside and clean their noses for them.

- The nursery special educational needs coordinator is extremely knowledgeable. Children with special educational needs and/or disabilities benefit from staff expertise as they participate in carefully tailored activities. For example, children work in small groups playing games that require them to 'stop' and 'go.' Children learn to follow instructions, share and take turns through these games.
- The dedicated staff work hard to provide an inclusive environment for all children. For example, children who require visual assistance are taught to use a Braille alphabet. This inclusive practice supports their progress and ability to join in with the nursery activities.
- Children behave well. They demonstrate positive behaviour and high levels of cooperation with one another. For example, they wait patiently for their turn by using a sand timer when playing with bikes in the garden.
- Children learn about being healthy. Staff carefully plan activities to support children's understanding of oral health. For example, children clean model teeth and learn vocabulary such as 'cavities.' Children learn that eating less sugar can keep their teeth healthy.
- The manager leads her team with passion and pride. She understands the value of a well-structured curriculum and shares this knowledge with her team. Through regular supervision, her staff are able to build on their skills. They attend regular training to support their continued professional development.
- Staff well-being is paramount. The manager has created an environment that ensures all staff feel supported. Staff said that the open door policy within the nursery means that any concerns they have are dealt with promptly.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- maintain a consistent approach to developing independence for all children.

Setting details

Unique reference number	EY283919
Local authority	Hackney
Inspection number	10312306
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	36
Name of registered person	Lilliput Playgroup Committee
Registered person unique reference number	RP909303
Telephone number	0208 211 1653
Date of previous inspection	26 April 2018

Information about this early years setting

Lilliput Playgroup registered in 2004. The provider employs 13 members of staff, 11 of whom hold appropriate early years qualifications at level 3 and above. The playgroup is based in Woodberrydown Children's Centre, in the London Borough of Hackney, and is open Monday to Friday. Sessions are from 9am to midday and 1pm to 4pm, during term time only. The playgroup provides funded early years education for children aged two, three and four years.

Information about this inspection

Inspector

Sai Arunn

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 her evaluation of the nursery.
- The inspector spoke with parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector carried out a learning walk with the manager and discussed the curriculum.
- The manager discussed staff suitability and looked at relevant documentation.

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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