

Lilliput Pre School

Inspection report for early years provision

Unique reference number EY398179
Inspection date 02/03/2010
Inspector Mary Van De Peer

Setting address Lilliput Preschool, Military Road, CANTERBURY, Kent, CT1
1PA
Telephone number 01227 763388
Email lilliputpreschool@yahoo.co.uk
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Lilliput Pre-School originally opened in the late sixties and moved to new premises in 2009 and operates from a one storey building to the rear of All Saints Church, located in Canterbury, Kent. A maximum of 26 children, in the early years age group, may attend the pre-school at any one time. There are currently 55 children in the early years age group on roll. The pre-school is open each weekday from 9am to 3pm, term time only. All children share access to a secure enclosed outdoor play area. This provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. Children come from a local catchment area. They receive support from their local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school is successful in promoting all aspects of children's welfare and development well. Children show they are happy and confident in the secure, welcoming and inclusive environment. There are good procedures in place to ensure children are kept safe. A long serving team of caring, experienced staff work effectively together, providing children with stimulating and interesting play experiences. Management and staff alike are committed to ensuring continuous improvement and identify areas of weakness, which are acted upon promptly, helping ensure positive outcomes for all children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review the frequency staff appraisals occur, to further enhance the ongoing support and personal development of child care practitioners and helping promote best practice in the pre-school
- review current self-evaluation processes, to ensure they are clear and areas for improvement and any action taken can be monitored effectively.

The effectiveness of leadership and management of the early years provision

Children are safeguarded very well. There are clear and effective procedures in place which protect children from harm and neglect. Most of the staff have attended child protection training and have a good knowledge and understanding of the setting's policies and procedures. Ongoing risk assessments are carried out on a regular basis, to ensure that the pre-school environment is safe for the children. Policies and procedures are in line with requirements and shared with the parents. The current recruitment and vetting procedures ensure all staff working with children are suitable to do so.

The pre-school is supported by a team of experienced childcare professionals, who have worked successfully together for several years. They organise the available space and resources effectively. This creates a stimulating learning environment where children progress and achieve according to their own potential and individual needs. Staff deploy themselves well within the setting, taking turns in the responsibilities and routines of the day, such as snack times and story times. The key person system allows a fair distribution of the observations and assessments carried out on the children, as well as parents knowing who they can talk to about their child. Staff join in with the children's play and where appropriate promote further challenges. The committee and supervisor support the personal and professional development of the staffing team. This ensures they can reflect upon and develop their child care practices, enabling them to strive for better outcomes for children. For example, staff attend regular staff meetings and additional workshops and short courses. The appraisal system has been on hold since the pre-school moved premises, so staff are not routinely monitored. However, now that the group is settled in their new building, this is now being re-introduced. The supervisor and staff work together in their commitment to continuous improvement within the setting. They exchange ideas and information daily, agreeing to changes which improve the outcomes for children and everyone involved in the pre-school. The self-evaluation processes are yet to be formally developed to enable the assessment and implementation of improvements to be properly and more effectively monitored.

Partnerships with parents is good. Parents spoken to at this inspection make positive comments regarding their children's experiences at the setting. They confirm that their children are happy and settled and that staff are friendly and approachable. Children's background details gained from parents are comprehensive and form the basis for staff to be able to support children's individual needs. There are Learning Journey books for every child, which provide a wealth of information on their achievements and stage of development. Photographs are included which provide additional evidence of how the child is progressing at the setting. There are links with key persons and other care providers to ensure a shared approach to learning. Staff show they have a sound understanding of how children are progressing, using effective observations and assessments. Children's next steps are regularly assessed and identified, informing daily planning and ensuring children continue to develop appropriately.

The quality and standards of the early years provision and outcomes for children

Children are very happy, settled and content within the setting. They form strong relationships with staff and other children their own age. They take turns and display a willingness to cooperate with others. Children are secure enough to be able to approach staff for support and guidance in their daily routines. Staff are very responsive to children's individual needs. Children show they feel safe as they make their own independent choices about their play and move around the play space freely and with purpose. Many activities are planned around children's interests which ensures that they are eager to participate in what is made available to them. Staff use daily routines to encourage children's learning, such as

at snack times when children have the opportunity to develop their numeric skills as they count pieces of fruit and the number of children sitting around the table. Sessions are well managed by staff, who ensure they are a worthwhile learning experience for all children. They prompt children's thinking through the use of open-ended questions and discussion, for example at story time.

All children enjoy a varied and interesting range of play resources and activities to support their progress towards the early learning goals. Resources include the use of computer programmes that support children's understanding of numbers, colours and shapes. Many of the children communicate confidently and have good language skills. They enjoy sharing books, particularly when a member of staff is in the book area. Interesting activities such as a tray of cornflour and water creates a desire in children to run it through their hands or use small rakes and other tools to make patterns that quickly disappear. Children use words such as 'gooey' and 'sticky' to describe what they feel. A variety of musical instruments are also available and children make up their own marching band and attempt to march in time with the beats they are creating. They end up laughing at themselves and have lots of fun trying to keep in time together. The children also learn what the shape of their name looks like as they self register. Mark making resources are freely available and the children know that they can use these as they play. For example, a child writes a shopping list for a member of staff for when she goes home. The observations by the staff ensure that children's play is supported and developed. Staff ensure children are able to fully participate and enjoy their play by ensuring activities are developmentally appropriate and accessible to all children. A clear and well understood system for recording what children do and achieve has been developed. Staff plan for the next steps in their learning by using their observational assessments. Children are offered good opportunities to progress by the provision of some adult-led activities which can be used to further promote individual progress.

Children are developing an understanding of the importance of good health. They enjoy a range of healthy food options at snack time, such as banana and malt loaf and apple. Milk and water are offered to drink, with water made available throughout the sessions, ensuring children are always hydrated. Children benefit from regular activity both indoors and outdoors, which helps them to develop physical skills and learn the benefits of regular exercise and being in the fresh air. Good hygiene routines are in place, with visual reminders to help prompt children, for example how to wash hands properly. Staff give good attention to teaching children how to keep themselves safe. They learn about following road safety rules by using role play outdoors. Evacuation procedures are practised every few weeks, providing children with the ability to respond quickly and safely in an emergency.

There are appropriate arrangements in place for meeting the needs of children with special education needs or disabilities or who speak English as an additional language. Staff promote children's understanding of diversity and the society in which they live. There are resources, activities and posters on display, which provide positive images for children to see and enjoy. Children are learning to play well alongside one another and show good cooperation with one another. For example, they actively help one another at tidy up time, displaying a willingness to work together. Children have developed an appropriate understanding of right and

wrong and consideration towards others is supported by staff through their behaviour management strategies. All staff are able to successfully support children's learning, building upon the individual achievements all the children.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met