

Lilliput Pre School

Lilliput Preschool, Military Road, CANTERBURY, Kent, CT1 1PA



Inspection date	25 March 2015
Previous inspection date	2 March 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The children play in a well-resourced, welcoming environment. They have easy access to a wide variety of toys and activities indoors and outdoors, which support their learning and interests well.
- The quality of the teaching is good and staff plan interesting learning experiences based on children's interests and development.
- The manager has a comprehensive set of policies, which she shares with the parents. This supports their understanding of the procedures and ethos of the pre-school. She gains parents' feedback to support the self-evaluation process.
- Staff give safety a high priority. The manager effectively monitors risk assessments and accidents. This helps to keep children safe in all areas of the premises.
- Staff ensure that the children follow good hygiene routines and they enjoy healthy snacks, including fruit and vegetables that they grow. This promotes their health and raises their understanding of where their food comes from.
- Staff have a secure knowledge of safeguarding and child protection issues. They are aware of the procedure to follow should they have any concerns about children or other staff. Therefore, children remain safe.

It is not yet outstanding because:

- Staff do not always consistently use the same behaviour strategies to develop children's understanding of behaviour expectations, such as sharing and turn-taking.
- At times, staff do not always ensure more able children are consistently challenged in their learning. This means children sometimes lose interest in the activities on offer.

What the setting needs to do to improve further

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

- review behaviour strategies to ensure all practitioners consistently use the same approach to support children's understanding further
- review activities to ensure they consistently challenge the older, more able children.

Inspection activities

- The inspector observed activities and the quality of teaching inside and outside.
- The inspector completed a joint observation with the nursery manager.
- The inspector sampled a range of documentation, including children's development records and key policies.
- The inspector took account of the parents' views through discussions.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager of the provision.

Inspector

Maxine Ansell

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff have a good understanding of children's levels of development. They regularly observe and assess the children to identify their next steps in learning. This helps children make good progress. Parents feel informed about their children's progress through regular meetings and discussions. Staff ensure children have ample experiences to develop their early writing skills as they provide effective resources in all the areas children use. For example, children write shopping lists in the role play area and as a result, write for a purpose. They manipulate and shape dough, which supports them to develop their small muscles to help them develop control and coordination when writing. Staff expand children's language and conversation effectively. They label children's actions as they play with the dough and encourage children to talk about their weekend.

The contribution of the early years provision to the well-being of children is good

Children benefit from a large outdoor area, which the staff use to inspire their interests in the outdoor world. Children use magnifying glasses and an identification list to match and name insects found in the bug hotel. Staff talk about the different characteristics of the insects, which increases children's knowledge about the natural world. Children develop their large muscles as they run up and down a grass mound and swing on a rope. Staff support children's move to school well as they invite teachers to visit the pre-school. This supports children to make links with their new teacher while in an environment where they feel safe. Staff use books and photographs to support children's understanding of school life. They promote children's independence and self-care skills so that they are ready to move on to school. Staff develop good relationships with children as they settle-in. Children confidently approach staff for support and guidance in their daily routine, which shows they feel settled and secure.

The effectiveness of the leadership and management of the early years provision is good

The manager is motivated and regularly encourages staff to reflect on their practice. She is aware of the strengths and areas of development, and uses action plans to monitor and record improvements. The manager implements comprehensive induction and supervision procedures to ensure staff understand their roles and responsibilities, and develop their practice further. For example, staff attend regular training which they cascade to the staff team. This refreshes their knowledge and encourages new ideas to support children's learning. The manager effectively monitors children's progress and identifies areas where children need further support in their learning. As a result, staff have implemented activities, such as a fishing game to support children's mathematical development. This helps children understand numbers up to 20.

Setting details

Unique reference number	EY398179
Local authority	Kent
Inspection number	830864
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	49
Name of provider	Lilliput Pre-School Committee
Date of previous inspection	2 March 2010
Telephone number	01227 763388

Lilliput Pre School registered in 2008 and it is located in Canterbury, Kent. The pre-school is open each weekday from 9am to 3pm during term time only. The provider employs nine members of staff, of these, one has an Early Year Foundation Degree and seven are qualified to Level 3 or above. The provider is in receipt of funding for the provision of free early years education for two-, three-, and four-year-old children.

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