

# Lilliput Childrens Centre

Burwood Road, Hersham Green, Walton-on-Thames, Surrey, KT12 4AA



## Inspection date

6 February 2017

Previous inspection date

19 February 2015

| The quality and standards of the early years provision | This inspection:     | Requires improvement | 3 |
|--------------------------------------------------------|----------------------|----------------------|---|
|                                                        | Previous inspection: | Good                 | 2 |
| Effectiveness of the leadership and management         |                      | Requires improvement | 3 |
| Quality of teaching, learning and assessment           |                      | Good                 | 2 |
| Personal development, behaviour and welfare            |                      | Requires improvement | 3 |
| Outcomes for children                                  |                      | Good                 | 2 |

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The provider does not make sure that the arrangements for the safe recruitment of staff are effective enough to thoroughly check that all staff are suitable and have the skills to fulfil their roles. However, new staff are never left unsupervised as part of the induction procedure, which minimises any potential risk to children's well-being. This is also a breach of the Childcare Register.
- Staff do not consistently deploy themselves effectively to make sure that toddlers remain fully engaged in their learning and do not have to wait for long periods of time.
- At times, mealtimes do not support babies' independence and developing skills in feeding themselves, such as using spoons, plates and bowls.

### It has the following strengths

- Staff complete effective observations and assessments to monitor children's progress. They then use this information to plan activities to support children's next steps in development. Children make good progress in their learning from their starting points.
- Children form secure emotional attachments with their key person and other staff, which helps them feel safe, happy and settled.
- Partnerships with parents are strong and effective. Staff keep parents well informed about their children's progress, which helps them to extend learning at home.
- Staff develop good partnerships with other professionals and work together effectively to support children who have special educational needs.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage and the Childcare Register the provider must:**

### Due Date

- ensure recruitment procedures are thorough and effective to make sure that staff are suitable to fulfil the requirements of their roles. 28/02/2017

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

- review staff deployment during some daily routines to reduce the time young children have to wait
- make the most of mealtimes to support babies' independence and skills.

## Inspection activities

- The inspection took place following the risk assessment process.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this had on children's learning.
- The inspector took part in two joint observations with the managers and discussed children's ongoing progress.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector took account of the views of parents by reading comments in the communication book.

## Inspector

Janet Thouless

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The provider does not ensure that recruitment procedures are rigorous enough to make sure that new staff are suitable and have the skills to fulfil their roles. She fully understands her duty to report significant events. The managers effectively support staff to help them improve their practice. Most staff are qualified and all receive a programme of professional development to support their skills further. For example, staff have increased supporting creative play for boys. Managers monitor and review the quality of teaching and children's progress carefully. They track children's development and quickly seek support when required. Safeguarding is effective. Staff have a good knowledge of child protection and the procedures to follow if they have child welfare concerns. Staff carry out effective risk assessments and help to ensure children's safety on outings.

### **Quality of teaching, learning and assessment is good**

Staff are knowledgeable about how young children learn. They successfully plan activities that excite and interest them. Staff are responsive to the needs and interests of young babies. For example, they play peek-a-boo games to help settle young babies. Staff skilfully interact with older children to support them in following instruction. For example, staff help children to confidently predict the movement and direction of a remote-control mouse. Staff develop children's enjoyment of books well. For example, they tell animated stories using props and gestures to bring stories alive.

### **Personal development, behaviour and welfare require improvement**

Children behave well and receive lots of praise from staff, which helps to support their confidence. However, some staff do not deploy themselves well enough to support toddlers' learning, which leads to them becoming restless while they wait. Children receive a range of healthy meals that meet their individual dietary needs. However, staff do not fully support babies during mealtimes to develop their skills in managing tasks themselves. Children develop a secure understanding of their local community. For example, they collect data on the types of transport that pass the nursery. Children benefit from an exciting range of resources that effectively support all areas of learning.

### **Outcomes for children are good**

Children develop keen attitudes to learning; they concentrate well and respond to activities with enthusiasm. Children have opportunities for physical exercise, such as climbing equipment and riding wheeled toys. Older children develop their independence, for example, as they put on their coats to go outside in the fresh air. Children learn about their own and other people's lifestyles. For example, they look at different forms of transport that reflect their own and other children's family heritage. Children gain the skills needed to successfully move on to the next stage of their learning or school.

## Setting details

|                                                  |                                                                                   |
|--------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                   | 122480                                                                            |
| <b>Local authority</b>                           | Surrey                                                                            |
| <b>Inspection number</b>                         | 1083788                                                                           |
| <b>Type of provision</b>                         | Full-time provision                                                               |
| <b>Day care type</b>                             | Childcare - Non-Domestic                                                          |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 0 - 4                                                                             |
| <b>Total number of places</b>                    | 155                                                                               |
| <b>Number of children on roll</b>                | 164                                                                               |
| <b>Name of registered person</b>                 | Phylleen and Anthony Cunningham Partnership                                       |
| <b>Registered person unique reference number</b> | RP519680                                                                          |
| <b>Date of previous inspection</b>               | 19 February 2015                                                                  |
| <b>Telephone number</b>                          | 01932 252202                                                                      |

Lilliput Childrens Centre registered in 1992. The nursery is open from 7.30am to 6.30pm every weekday throughout the year. It closes for public holidays and for one week between Christmas and New Year. The nursery receives funding to provide free early education for children aged two, three and four years. There are 43 members of staff working with the children, 29 of whom hold relevant early years qualifications.

This inspection was carried out by Ofsted 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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