

Lilliput Pre-School Iver

Iver Village Hall, Iver SL0 9NW



Inspection date	8 March 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The provider and staff work closely together to drive ongoing improvement. For instance, they successfully plan how they can support children's learning throughout the pre-school so that the children make good progress.
- Children learn good mathematical skills to support their future learning. Older children confidently complete simple addition sums in the 'community café'. Younger children use different-sized cups to serve drinks to their peers.
- Staff monitor children's progress well, including those children who require additional help and those children who receive funding. They effectively identify gaps in learning of individual children and provide support to help them improve.
- Children are very well mannered and have excellent behaviour. Staff are excellent role models. They encourage all children to be polite and use words such as 'please,' 'may I' and 'thank you'.
- Systems for monitoring groups of children are not yet fully embedded to ensure they make the same rates of progress as each other.
- Occasionally, staff do not adjust teaching during planned activities quickly enough to consider the varying needs of the different ages of children.

What the setting needs to do to improve further

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

- adapt teaching and planned experiences to suit the different ages of the children
- strengthen systems that monitor the progress of specific groups of children to accurately identify, plan and meet their needs to accelerate their learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the owner.
- The inspector held a meeting with the owner and the pre-school manager. He looked at and discussed relevant documentation such as the pre-school's policies, procedures and evidence of the suitability of staff working at the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Jamie Hassan

Inspection findings

Effectiveness of leadership and management is good

The provider implements effective supervision of staff to help improve their knowledge and teaching skills. She monitors the progress that individual children make. This helps her to identify areas where teaching needs to be focused to ensure that outcomes for older and younger children are good. The provider and staff work in good partnership with other provisions, such as schools, to support older children in readiness for their future learning. Safeguarding is effective. All staff are vigilant and recognise the importance of keeping children safe. They know the procedures to follow should they have any concerns about a child's well-being.

Quality of teaching, learning and assessment is good

Staff undertake regular observations and assessments of children's progress so they can further improve their learning. Children engage in challenging activities with enthusiasm. For example, they carefully form letters that are present in their names and persevere with writing them using different-sized implements. Children positively respond to the staff's use of questioning. Children respond positively to the staff's interactions. This motivates children to actively share their own stories, communicating their ideas as they unfold. Children have good opportunities to express themselves creatively. For example, they construct their own models to represent animals and their different body parts. Children strengthen their social skills with their friends. They enjoy discussing and discovering how much sand can be moved from one place to another using their lorries and trucks.

Personal development, behaviour and welfare are outstanding

Staff have strong, trusting relationships with parents and value their support. Detailed conversations between staff and parents provide a consistent approach in supporting children's care and interests. Children gain excellent independent skills. For example, children choose what they require for their own learning from the abundant resources. They thoroughly enjoy working on their own and involving other children in their play. Children benefit significantly from the range of experiences offered. Children demonstrate a real sense of responsibility for their environment as they eagerly help to carry out age-appropriate tasks. For example, children help staff to sweep up rubbish on the floor and are intent to tidy up in preparation for lunch. Staff regularly praise children's achievements, which helps them strengthen their confidence as they learn new skills such as identifying the sounds of letters.

Outcomes for children are good

Older children acquire skills they need to continue their successful learning at school. They learn to follow expectations, for example when sitting together as a whole group to take part in activities. Younger children enthusiastically join in with their favourite nursery rhymes. They sing and copy actions to some of their songs, developing their language skills.

Setting details

Unique reference number	EY543138
Local authority	Buckinghamshire
Inspection number	10090397
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	2 - 4
Total number of places	26
Number of children on roll	36
Name of registered person	Smith, Donna Louise
Registered person unique reference number	RP514949
Date of previous inspection	Not applicable
Telephone number	07447653943

Lilliput Pre-School registered in 2017. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school is in receipt of funding of children aged two, three and four. The pre-school opens five days a week during school term time, offering sessions from 9am to 3pm. There are five staff who work with the children, a trainee, one who holds Level 2 Status, and three who hold qualifications at Level 3 Status.

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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