

Inspection of Lilliput Farm Day Nursery

1 Dunhampton Farm Cottage, Dunhampton, Nr Stourport, Worcs DY13 9SW

Inspection date: 19 August 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Staff help children to flourish in their own unique way at this outstanding nursery. Children love to learn. Babies move their bodies to familiar rhymes with great enjoyment. Older children show high levels of excitement in harvesting carrots and tomatoes for the pet snail. Children are polite, exceptionally well behaved and kind towards others. Staff support children to be the best they can be, with each child's talent fostered. Before children leave to start school, their unique skills are celebrated through different awards. This helps children to take pride in who they are.

Children benefit from the excellent standards of care afforded to them by nurturing staff. The relationships children develop with staff are warm and sensitive. On their first day of attending, babies feel secure and familiar with staff because of the robust induction in place to support them to make seamless transitions into nursery.

Staff teach children about their place in the wider world. Children learn about the skills and talents of able-bodied and disabled athletes in both the Olympic and Paralympic Games. They know that everyone can achieve great accomplishments and are inspired by athlete's achievements, so much so that they carefully craft their own winning medals. Children also learn about children who live in other parts of the world, such as Yemen. Staff teach children how their lives are different and similar to those of others. Children show high levels of respect and tolerance towards others. This helps to prepare them for life in modern Britain.

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

- The curriculum is designed with leaders' passion and expertise of children's early learning. They have designed a curriculum that is broad, ambitious and fosters the different ways in which children learn. Young children are absorbed by learning through their senses. They master new skills quickly, such as being able to use tools to make marks. Staff understand the aims of the curriculum and implement it with high expectations. In the toddler room, staff encourage children to keep on trying and to have another go. As a result, toddlers maintain their concentration for over 10 minutes. Toddlers have high levels of concentration for their age. In the pre-school room, the curriculum is designed to give children a varied range of real-life experiences. Children recall books about harvesting, through learning first hand of the process of harvesting and of making food products, such as bread, from harvested ingredients.
- The quality of supervision provided by the managers to staff is rigorous. They provide excellent mentoring to less-experienced staff. This helps these staff to develop their teaching skills rapidly. For example, in the 'tweenie' room, staff

who are undergoing their qualifications have received the mentoring and training they need to deliver group activities that help babies to rapidly develop early language skills. Staff value the support that leaders provide to them, and report positive well-being, as a result.

- The support for children who have additional needs is both timely and highly effective. Key persons know children well, and leaders have an in-depth oversight of the progress of different cohorts of children as a result of their rigorous monitoring of children's development. This enables any gaps in children's development to be identified swiftly, with a cohesive responsive implemented in partnership with parents and, where necessary, other agencies. This supports children with additional needs to make superb progress from their starting points.
- Staff teach children to assess and manage risks. This enables children to safely take calculated risks, with great benefits to their development. In the recently developed outdoor area, children work together to shift logs to make dens. They can also think critically about how to safely clamber up low-level branches on trees. This helps children to develop excellent social skills and promotes children's large-muscle development.
- The approach to working with parents is inspirational. Leaders work closely with parents to help to support them and to develop parents' understanding of how to support their children to reach their full potential. This includes through the provision of parenting support on a range of topics, including parents supporting their children to learn about boundaries. Parents are extremely positive about the effectiveness of the curriculum on their child's learning.
- The curriculum for children's physical development is well thought out and has been given high priority in the daily routines. Each day, staff lead highly active sessions of gymnastics and yoga, as examples. There is also strong focus given to children's small-muscle development too. Staff foster children's interests in recent holidays while promoting their physical skills. Children master the skill of using scissors to cut, while snipping holiday brochures. This also enables children to talk about their experiences of recent holidays.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	205226
Local authority	Worcestershire
Inspection number	10361204
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	36
Number of children on roll	48
Name of registered person	Silvester, Petra
Registered person unique reference number	RP902958
Telephone number	01905 620708
Date of previous inspection	18 January 2019

Information about this early years setting

Lilliput Farm Day Nursery registered in 1993 and is based near Stourport, Worcestershire. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 15 members of childcare staff. Of these, 13 hold an appropriate early years qualification at level 2 or above.

Information about this inspection

Inspector

Scott Thomas-White

Inspection activities

- This was the first routine inspection the provider 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 their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn. The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning. The inspector carried out two joint observations with the manager.
- Children communicated with the inspector during the inspection. The inspector talked to staff at appropriate times during the inspection and took account of their views. Parents shared their views of the setting with the inspector.
- The inspector spoke with the manager, who is also the owner of the nursery, and the deputy manager about the leadership and management of the nursery. The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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