

Inspection of Lily Pad In The Park

The Pavillion, Hoe Road Recreation Ground, Bishops Waltham, Hampshire SO32 1DU

Inspection date: 25 May 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at this small and friendly setting. A well-developed key-person system enables staff to build close bonds with children. Managers and staff have a strong focus on ensuring that children are happy and safe. They are sensitive to the time that children have had away from the setting due to the COVID-19 (coronavirus) pandemic and changes in the usual environment. Staff provide a secure base for children, to help them to develop confidence and self-assurance in readiness for learning. Staff know the children well, and value the uniqueness of each of them. This contributes to children's positive self-esteem.

This is a busy and fun setting. The learning environment is interestingly arranged, both inside and outdoors. Children's interests are known and considered when planning the activities. For example, the small-world emergency services theme and treasure maps are provided to link with children's personal preferences. Children know the routine of the pre-school and behave well. Staff monitor children's development as they observe children's learning and progress. Staff have high expectations for all children, they identify next steps for children's learning and plan activities to support their development. Children are keen to learn. They enjoy a good range of creative activities, such as exploring colour mixing with primary colours. Children remain enthused and engaged in their learning. For example, they enjoyed playing in a 'construction' area, enhanced with large bricks, a maze track in the grass, crates to balance on and tyres to roll or climb on. Children also enjoy time and space to explore independently and older children develop the necessary skills in preparation for their move on to school.

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

- The staff team have taken steps to improve the provision following the previous inspection. For example, there are suitable arrangements in place to ensure Ofsted is notified of all committee members who are involved in the running of the pre-school.
- Children enjoy a range of experiences and activities that support their learning. They excitedly make handprints and mix paint as they explore the fun, sensory activity. Children demonstrate their knowledge of early science, explaining that combining blue and yellow paint makes green.
- Staff introduce topics which engage children's interest and support their communication and language. During the topic of 'literacy', children have enjoyed listening to a variety of adapted familiar stories, such as 'The three little pigs' and 'Billy goats gruff'. This created discussions and comparisons about how these are similar to the traditional stories that they know or have at home.
- Children have opportunities for imaginative play in the play kitchen, mud kitchen and construction area. The role-play area is altered to link to topics and

children's experiences. Children of all ages enjoy mixing together. Older children are actively encouraged to help younger children, who look up to their older peers with respect. Children's friendships flourish and they are socially confident.

- Children learn through their play and make good progress. They remain busy and play with engagement and curiosity. However, the organisation of staff roles and time management is not always effective. This means that, on occasion, some routines do not run smoothly and become quite noisy when children are moving from one part of the day to the next.
- Staff receive supervision meetings to support their professional development. However, the monitoring of staff performance does not focus sharply on identifying and sharing staff's strengths in teaching and fully consider ways to further develop the quality of practice.
- The staff team build effective relationships with parents. They use regular discussions to share information about a child's progress and have changed the way they communicate because parents do not currently enter the pre-school as they would usually. For example, staff routinely share a range of information, including newsletters, social media and an online programme. Parents speak highly of the setting and say they feel well informed, including throughout the pandemic. Parents comment on the benefits of the small, familiar environment and the individual attention that children receive.
- Staff demonstrate that personal, social and emotional development is a strong area. Staff have focused on integrating the children back into the pre-school following a period of COVID-19 restrictions. Staff nurture children's confidence and emotional skills. This helps children to become confident and independent learners.

Safeguarding

The arrangements for safeguarding are effective.

Managers keep their knowledge of safeguarding legislation and guidance up to date and share information regularly with staff. This contributes to staff's secure knowledge of how to identify children at risk of harm and what to do if they are concerned about a child's welfare. Knowledge extends to include wider safeguarding concerns, such as the 'Prevent' duty. The pre-school environment is safe and secure and is checked regularly to minimise and eliminate any hazards. Staff encourage children to learn how to keep themselves safe and to be confident to speak about things that worry or upset them. Ongoing checks help to ensure that all staff remain suitable for their roles.

What does the setting need to do to improve?

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

- sharply focus the monitoring of staff practice and supervision to enhance the

quality of teaching and interactions with the children

- ensure staff are organised in a way that supports children when moving from one part of the day to the next.

Setting details

Unique reference number	EY542254
Local authority	Hampshire
Inspection number	10113670
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	32
Name of registered person	Lilypad Preschool Committee
Registered person unique reference number	RP525355
Telephone number	01489896699
Date of previous inspection	22 May 2019

Information about this early years setting

Lily Pad In The Park registered in 2016 and is situated in Bishops Waltham, Hampshire. The pre-school is open from 8am until 4pm Monday to Friday and offers a before- and after-school club. The setting receives funding to provide free early education to children aged two, three and four years. There are five members of staff, all of whom hold appropriate childcare qualifications.

Information about this inspection

Inspector

Anneliese Fox-Jones

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken this into account in their evaluation of the setting.
- The inspector observed activities in the main base room and garden. She talked to staff about the progress individual children are making.
- The deputy manager and the inspector completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and the manager. The inspector observed interactions between staff and the children and the impact these have on children's learning. The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector reviewed relevant documentation, including staff qualifications, staff records and evidence of paediatric first-aid training. The inspector had a discussion with leaders about the evaluation of the setting and plans for improvement.
- The inspector took account of the views of parents spoken to during the inspection and on the telephone.

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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