



Leigh Lollipops

Inspection report for early years provision

Unique Reference Number	122646
Inspection date	06 March 2007
Inspector	Joanne Lindsey Caswell
Setting Address	Abbots Pass Hall, Dawes Green, Leigh, Reigate, Surrey, RH2 8NP
Telephone number	01306 611599
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Registered person	Leigh Lollipops
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Leigh Lollipops has been an established group in the village of Leigh, Surrey for over 20 years. The group is managed by a committee and operates from the village hall, serving children from the local community and surrounding villages. Children have access to a large hall. Toilet facilities are available and staff have use of a kitchen. An enclosed area is available for outdoor play. A maximum of 26 children, aged from two to under five years, may attend at any one time. The group is open, during term times only, from Monday to Friday. Sessions run from 09:00 to 12:00 with an extended session until 12:45 on Wednesday.

There are currently 32 children, aged from two years to four years, on roll. Of these, 21 children receive funding for nursery education. Children attend for a variety of sessions. The group supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

A team of six staff work with the children. Of these, three staff hold recognised early years qualifications. A further three staff are currently working towards a qualification. The group receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The premises are bright and clean and reasonably well-maintained. The room temperature is comfortable and natural light streams in, creating a healthy environment for children. Good provision for hand washing helps to protect children against infection. Children clearly understand they must wash their hands before snack time and after toileting. Staff utilise every opportunity to promote children's independence with personal care routines. For example, a booster step encourages children to manage with minimal adult support. Children develop a clear understanding of how to look after their health needs. They ask for tissues to wipe their noses and recognise how to dispose of them hygienically. Children are protected against illness as parents are made aware of the signs and symptoms of infections and incubation periods, ensuring that sick children are appropriately excluded.

An accurate record of children's accidents is maintained. Staff are trained in first aid and parents' consent is in place for seeking emergency treatment. This ensures that staff promote children's health and welfare needs in the event of an accident.

There is very good provision to enhance children's physical development. Children have daily opportunities to enjoy physical play, both inside and outside. For example, children develop their muscle control as they negotiate the ladder on the climbing frame. They run around freely outside and confidently use wheeled toys with good co-ordination. Children steer round obstacles and stop and start easily and with control. A very good range of equipment and resources enables children of different ages and developmental ability to be challenged appropriately. For example, younger children enjoy using ride-on toys and older/more able children enjoy riding larger bicycles with stabilisers.

Children improve their dexterity and manipulation as they use mark making resources, such as crayons, pencils and chalks. They handle paintbrushes and use tools such as scissors confidently. Children pour their drinks competently and manage fastenings on their coats and dressing up clothes with skill.

There is very good provision in place to help children develop positive attitudes towards healthy eating. Children bring their own snacks from home and parents are encouraged to provide fresh fruit and savoury foods. Drinking water is freely available and children enjoy fresh milk at snack time. During the Snack Bar session on Wednesday, children enjoy sampling a range of fresh fruits and trying new foods, helping to increase their understanding of the importance of healthy eating.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are adequately protected against hazards as staff use risk assessments effectively to identify potential risks. They undertake comprehensive checks on all areas of the premises and use daily checklists to identify any hazards. However, some repairs and maintenance work are not sufficiently carried out when potential risks have been identified. For example, staff report that the front door bolt is not secure and they have to take remedial action during sessions to ensure the premises are consistently safe for children.

The hall is well-presented and creates a homely, attractive environment for children. Activities and play materials are well-laid out with good consideration given to ensuring children's safety. For example, the space identified for physical play is well-protected with safety mats and is screened off from quieter activities, enabling all children to play safely. Good provision is in place for children to play outside safely. For example, staff position themselves so that all children can be seen and continually supervised. A clearly defined play area helps to protect children from parked cars, when using wheeled toys in the hall car park and the front gate is securely closed, preventing traffic from accessing the area. Effective staff deployment and high levels of supervision help to promote children's safety and prevent unauthorised visitors from gaining access to the premises.

Children play with a very good selection of quality toys and play materials. Low level storage enables children to see toys clearly and make their own choices safely. Staff are vigilant in carrying out regular checks to ensure that all equipment, play materials and furniture is consistently safe for children's use.

Children fully understand the emergency evacuation procedures. Regular drills and comprehensive written policies, which staff and children fully understand, enable children to act quickly and promptly during unannounced evacuations.

Children clearly understand how to play safely. They are cautious whilst using the climbing frame and recognise they must use the slide carefully, landing on the safety mats. Children are vigilant when climbing the ladders, aware that they must not accidentally knock another child standing behind them.

Staff have a full understanding of their responsibilities regarding child protection. They complete appropriate training and recognise the importance of promoting children's safety and welfare. This helps to safeguard children and ensures that staff implement appropriate procedures should they ever have any concerns about a child in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy and settled. They clearly enjoy their time at the group and arrive enthusiastically. Children are motivated to learn and thoroughly enjoy the range of activities and play opportunities on offer. Children develop very good relationships with the staff and other children. There is very close, warm interaction and children approach staff happily and

confidently. Children develop trust in staff and receive lots of reassurance, praise and comfort, resulting in a very happy and relaxed environment.

Children enjoy many fun, practical learning opportunities, helping them to develop positive attitudes towards learning. They form close friendships with their peers and look for their friends on arrival in the mornings, quickly engaging in play together. The well-planned range of activities helps children to develop confidence and independence as they make their own choices and develop skills in taking care of their own needs. Appropriate provision is in place to support the care needs of the younger children and all children receive plenty of individual attention.

Activities are carefully adapted to support the care and developmental needs of the younger children, ensuring that all children are challenged appropriately. However, as yet, staff are not fully utilising the Birth to three matters framework as a basis for assessment for the younger children.

NURSERY EDUCATION

The quality of teaching and learning is good. Staff have a secure understanding of the Foundation Stage curriculum. Planning covers all elements of the curriculum and activities are clearly referenced to the stepping stones and early learning goals. Focus activities are clearly recorded and staff carry out regular observations to closely monitor children's progress. There are clear extension and adaptations to teaching methods to ensure that all children are sufficiently challenged. Short term plans clearly indicate a good rotation of activities and resources covering all six areas of learning. However, there is some missing information relating to teaching methods, indication of focus activities and staff deployment. As a result, staff cannot gain this information from the records, therefore, it is sometimes unclear how children's learning is planned.

Staff interact closely with children and strongly encourage child-initiated play and learning. Children have freedom to explore the environment and move resources from one area to another, reflecting good opportunities for exploration and active learning. For example, children move resources from the role play area. They use tea sets and fill cups with mathematical resources, pretending it is tea. This enables children to become absorbed in their play and enjoy uninterrupted play and learning.

Staff know the children very well. They have a secure understanding of each child's learning needs and cater for this appropriately. There is very good provision in place to support children with communication difficulties. Staff work closely with parents and implement systems, such as pictorial symbols, to encourage communication and enable staff to understand children's needs. A specialist music teacher visits on a weekly basis to develop children's interests and enjoyment of musical activities. Staff make very good use of the outside area and rural environment to support children's learning. For example, children enjoy regular outings and enjoy visitors to the setting to support topics and themes. Group activities are used well to extend children's learning. The daily 'Show and Tell' session encourages children to join together as a group and enjoy discussion. Children discuss the number, shape, colour and letter of the week and enjoy bringing resources from home to share with the staff and other children.

Children develop very good social skills. They play extremely co-operatively and negotiate with one another. For example, a group of three and four-year olds worked together well to arrange numbers in a number line. They took it in turns to find numbers and confidently discussed with each other the correct place for the number. Children listen to one another and work together extremely well, joining together to share in their achievements. Children develop high levels of self-confidence. They talk confidently in front of the group and make their own choice of activities.

Children talk confidently and fluently. They engage in relaxed conversation and competently convey their feelings and needs. Children converse happily with adults and discuss their families and activities they enjoy. Children enjoy participating in group discussion. They take an active part in answering questions during story sessions and use language descriptively to re-call their favourite stories. This is particularly extended well with the use of puppets. Children have free access to a wide selection of mark making resources. They use pencils, crayons and paints competently and use supporting resources, such as stamps and envelopes, to develop skills in writing for a purpose.

Children develop very good counting and mathematical skills. They identify numbers correctly and some children are confident in putting numbers in order. Children use numbers correctly during the daily routine. For example, children count how many children are present and add the correct total of adults, demonstrating good skills in adding together. Some children confidently recognise number value. For example, one child said "My brother's big. He's seven", whilst correctly holding up seven fingers. There are many resources freely available to children helping them to develop shape recognition. They use materials for sorting, matching and making patterns, encouraging good understanding of different mathematical concepts.

Children have many opportunities to explore and investigate. Staff make good use of interest tables to encourage children to study objects, using resources such as magnifying glasses. For example, children study shells and other natural materials. Visitors to the setting, such as the 'Wiggly Workshop' encourage children to handle insects and small creatures, helping children to learn about animals and nature. Children enjoy many nature walks within the local area and observe farm animals and small pets.

Children have free access to paints, glue and other creative materials. They draw freely and use the resources well to express their own ideas. One child happily painted using brushes on the easel. She chose her colours independently and then happily painted her hands with different colours and enjoyed the freedom of mixing up the colours and running her hands over her picture, clearly pleased when she had created new colours.

Children play very imaginatively with the role play resources. They dress up freely and enjoy using their creativity when the role play area is changed to a post office, shop or hospital. Children have very good opportunities to explore using the senses. They handle textures such as dough, sand, water and rice and use textured dominoes to compare patterns. There is very good provision for musical activities. Children sing spontaneously in their play and enjoy listening to music and using musical instruments freely. This is particularly extended well when the specialist music teacher visits.

Helping children make a positive contribution

The provision is good.

Children develop a strong sense of belonging. They proudly show their work displayed on the wall at low level and feel secure within the environment. Children enjoy their time in the group and excitedly discuss their favourite things. There is very good provision to encourage children to learn about respecting diversity and promoting equality. For example, children learn about different festivals and religions and begin to learn key words in different languages. During registration time, many children answer and offer greetings in different languages. Recently, children celebrated Chinese New Year and made Chinese dragons. This encourages children to learn about the wider world and develop respect for other cultures and religions. Children who speak English as an additional language are supported well and staff work closely with parents to understand children's individual needs. All children are keen to help one another and develop close relationships with each other. They play happily together and enjoy the company of their friends. During snack time, a child confidently offered to pour a drink for another child, reflecting children's well-developed social skills and clear sense of belonging. As a result, children's social, moral, spiritual and cultural development is fostered.

There is good support in place for children with learning difficulties and/or disabilities. Staff have a secure understanding of the Code of Practice for children with special needs and staff work closely with parents and external agencies to identify individual learning needs. The premises are fully accessible to all children and adults with physical disabilities and mobility difficulties, offering a fully inclusive environment.

Children behave very well. They respond positively to staff's clear direction and recognise the group's 'rules' reflecting "We are kind to each other, we share our toys and we do good looking, good listening and good sitting." There is a strong commitment to promoting a positive and fair environment and all children enjoy lots of praise and close attention from staff. Consequently, children enjoy a very busy, stimulating and purposeful atmosphere. Staff encourage children to channel their energy positively. There is good provision for children to move around freely and engage in fun, practical activities.

The partnership with parents and carers is good. There is information relating to the Foundation Stage curriculum and parents are strongly encouraged to become closely involved in the assessment process, sharing their own knowledge of their children's development. This encourages close links between staff and parents. Staff display notices reflecting their commitment to working closely with parents stating "Working together we can help your child fulfil their full potential." Parents are strongly encouraged to look at their children's developmental records, encouraging parents to take an active interest in the curriculum and recognise how children learn through quality play experiences. Parents are welcomed into the setting and play an active part in the parents' rota. Staff encourage parents to share any skills, encouraging children to see their parents and the staff as equal partners in their learning.

All relevant parents' consent is on file, ensuring that all children's care routines are discussed and agreed with parents. Information regarding Ofsted is available and displayed for parents, including the complaints procedure, in line with regulations.

Organisation

The organisation is good.

There are good systems in place to ensure that all staff complete appropriate vetting checks to ensure their suitability to work with children. Volunteers, students and helpers are closely supervised and recognise they are not allowed unsupervised access to children. Written policies reflect the group's commitment to on-going training to ensure that all staff regularly update their knowledge and skills.

Staff work well together as a team. They have a balance of skills and knowledge and all unqualified staff are currently working towards a recognised qualification, reflecting staff's strong commitment to training. A robust staff induction programme ensures that all staff have a good understanding of health and safety and child protection. Appropriate adult-to-child ratios are consistently adhered to and extra staff are available to cover staff absence. This ensures continual compliance with the National Standards.

The daily routine is organised effectively around the needs of the children. There are good opportunities for uninterrupted play with a balance of well-planned group activities, such as Show and Tell and snack time. This enables children to socialise with one another, encouraging good listening and co-operation. A good balance of activities, both inside and outside, with group times and child-initiated play and learning offers a balanced timetable of activities and continual stimulation.

All regulatory documentation is in place. The attendance record is maintained appropriately and includes children's attendance times. It also reflects which staff and visitors are present, ensuring an accurate record of all children and adults. Policy documents are available and many are currently being reviewed and updated. Documentation clearly relates to the National Standards and the outcomes for children, reflecting good organisation of records.

The leadership and management are good. The supervisor is a strong leader, who is approachable and supportive to staff. She has a clear understanding of the Foundation Stage curriculum and plays an active part in planning. All staff contribute their ideas and individual skills, helping staff to feel valued members of the team. Staff training is given high priority and all staff are encouraged to identify courses and areas of development they wish to focus on, promoting a proactive approach to on-going training.

The supervisor works closely with the management committee ensuring effective delivery of the Foundation Stage curriculum. The supervisor carries out continuous self-evaluation and is vigilant in identifying areas for development. The effective use of action plans and strong team working, help to make continuous improvements and enhance the delivery of the curriculum.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection, two actions and four recommendations were raised. These related to the availability of documentation, staff's understanding of child protection, the range of resources which promote equality and the room temperature of the premises. Staff have

addressed all these issues. All documentation is currently being reviewed and updated and contains all necessary information, which is freely available to parents. This ensures that documentation supports the effective organisation of the group. Staff have updated their knowledge of child protection issues, ensuring they are fully aware of their responsibilities in safeguarding children. An increased range of resources has been obtained to encourage children to learn to respect diversity. A thermometer has been obtained and is used effectively to ensure that the room temperature is consistently comfortable for children.

At the last nursery education inspection, four key issues were raised. These related to the use of assessment to challenge the older/more able children, the provision for mathematical development, the organisation of the premises to encourage children to develop an understanding that print carries meaning and staff's knowledge of the Foundation Stage curriculum. These issues have been met in full. Staff now successfully adapt activities to provide appropriate challenge for the older/more able children and this is recorded and evaluated, to inform future planning. Additional mathematical resources have been purchased and are easily accessible to children, enabling children to develop skills in counting, matching, sorting and other mathematical concepts. Staff now utilise opportunities within the daily routine and learning environment to introduce children to printed text. For example, children see their names in print and confidently recognise their names. Books are used to introduce children to printed words and children explore sounds on a weekly basis. Since the last nursery education inspection, a new supervisor has been appointed and many staff have completed training. This has improved staff's knowledge and understanding of the Foundation Stage curriculum and how to plan appropriately challenging play and learning opportunities for children.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted which required the provider, or Ofsted, to take any action in which to meet the National Standards.

The provider is required to keep a record of complaints made by parents which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- continue to review the safety of the premises and ensure that identified hazards, such as the security of the front door, are made safe
- review the planning and assessment methods for children aged under three years by utilising an approach in line with the Birth to three matters framework

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- review the format of short term planning to give clearer information as to how children's progress towards the early learning goals is planned for in terms of teaching methods, staff deployment and types of assessment

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk