

Lollipop Tree Nursery

Inspection report for early years provision

Unique Reference Number	EY345428
Inspection date	13 June 2007
Inspector	Louise, Caroline Bonney
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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 satisfactory. 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?

Lollipop Tree Nursery was re-registered in 2007, but has been in operation since approximately 1975. It is one of three privately owned nurseries and operates from Brambleton Hall, a community hall in Farnham. The nursery serves the needs of families in the area and the intake reflects the local community.

The group is registered to care for a maximum of 26 children aged between two and under five years. There are currently 48 children on roll. This includes 31 funded three and four-year-olds. The nursery is able to support children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery operates each weekday during term-time from 09:00 until 12:00, and afternoon sessions for two-year-olds on Monday and Thursday from 12:45 until 14:45. Children attend for a variety of sessions.

There are seven part-time staff currently working with the children, of these six are suitably qualified. The setting receives support through a teacher mentor from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children stay healthy through staff implementing effective procedures to prevent the spread of germs. Children know to wash their hands before snack time and snack times are sociable as children sit in small groups. Children practise independence as they pour their own drinks and take their dirty cups to the collection table when finished. Children are aware of healthy snacks through the successful introduction of fruit at snack time. Children all have a drink of water or milk. This helps them develop awareness of healthy eating and drinking.

Children manage their own personal care and hygiene with staff support when necessary. They take themselves to the toilet and know to wash their hands afterwards. However, children's towels are not easily accessible and those that don't bring one share a common towel. This does not sufficiently support good hygiene.

Children have their medical needs met well. Staff manage accidents appropriately and share records with parents. They seek parental consents for requesting emergency treatment and/or advice. This ensures children receive appropriate support following an accident. Staff implement medication procedures effectively and parents always give prior written consent for the administration of medication. This supports the children's health.

Children benefit from good opportunities for exercise indoors and outside. Indoors children enjoy the obstacle course staff set up. They balance on bars, climb through hoops and tunnels, push buggies along and use climbing frames. Children gallop, hop and jump during music and movement sessions. They play outside in the garden when dry. This helps children develop an enjoyment of exercise which supports their good health.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in welcoming, safe and secure premises. Staff carry out written risk assessments which identify risks and they reduce hazards effectively. Staff implement procedures at handover times to ensure children do not leave the premises unaccompanied. Children access a good range of safe and suitable equipment. Children aged two-years attending afternoon sessions access equipment that is appropriate for their age, such as the toddler climbing frame. This promotes the children's safety.

Children learn how to play safely. They use tools such as knives when chopping fruit or graters during cookery activities with close staff supervision. They learn how to be safe with hot food as they cool hot water when making jelly and take care not to touch freshly baked hot cross buns. Children know how to evacuate the premises safely through practising the fire drill. This helps them to identify and manage risk.

Staff are committed to safeguarding children and to put children's needs first. The supervisor attends up-dating child protection training. Staff share the procedures on file and know how to record and report concerns. This safeguards the children.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive to find the hall welcoming with a different selection of activities set out each day. They feel welcome by friendly staff and separate well from parents/carers. Younger children benefit from sensitive settling in procedures whereby staff encourage parents to stay until children are sufficiently confident. Children aged two-years attend additional afternoon sessions when they access toys particularly suitable for their age. They climb on the toddler climbing frame and have plenty of space to push along wheeled toys. They also participate in various table-top activities such as painting with rollers. Staff provide routines which suit their young age, such as shorter group times. This helps children develop confidence and settle well.

Nursery Education.

Teaching and learning is good. Staff observe children and record their progress towards the Foundation Stage early learning goals. They develop short term plans which identify learning aims against the early learning goal's stepping stones. Staff keywork a small group of children each and know their abilities well. They observe children during their activities and maintain their individual progress records. However, they do not use observations to identify children's next steps in learning or to inform planning. This could lead to some children not being sufficiently extended.

Children independently select their activities from the good selection set out. Children's interest is stimulated through the innovative use of resources. Children dig in pasta or make slime ponds with green jelly, jelly strings and mint. Staff effectively use children's interests to support learning and stimulate curiosity, such as when they find a slow worm in the sandpit. Children and staff take the worm inside and watch how it becomes active as it warms and children are delighted when it flicks its tongue out and begins to move.

Children develop friendly relationships with each other and staff. Children approach staff confidently and play well with other children as they take turns and share resources. Children know the rules and routines of the nursery. They are keen to undertake additional tasks such as preparing the fruit for snack time or collecting the name cards at circle time. They develop independence as they select their activities, pour their drinks at snack time and look after their personal care. They learn to listen carefully as when staff explain the rules for a music and movement game or during group times when they take turns to speak. Children frequently sit with a friend or independently look at the good range of factual and fiction books available. They are beginning to use emergent writing on drawings and mark-make with materials such as paints and chalks. They recognise their written names as they find them on the board on arrival. However, staff do not sufficiently encourage children to write their own names or sound out the letters. Children are confident as they talk to adults and join in discussions at circle time. They organise their ideas verbally as staff encourage them to describe what they are doing and have extended discussions with them. This helps children develop communication skills well.

Children spontaneously count during activities. They count the cats on the wall chart and staff encourage them to look at the numeral shown. They recognise numbers as they do puzzles and hold up their fingers to count. Many confidently count beyond 10. Children count down during songs when staff use props such as hand-puppets. Children concentrate well as they learn new games with staff support, such as one involving sorting colours and shapes. Staff reinforce children's new understanding about the game by asking open-ended questions. Children use

mathematical language as they play, such as a big dog, little dog, highest, shortest. Staff further develop their awareness of shape and space as they play musical games on shaped mats and find shapes in the environment, such as the square notice board.

Children develop sense of time as staff encourage them to recall recent experiences, such as sports day and washing dolls in garden. They show curiosity as they look at bubbles with a magnifying glass or watch changes to jelly as it heats and cools. Children think about how they use natural resources as they talk about how they use water in their homes. Children develop awareness of differences and similarities through planned topics and activities. They eat noodles with chop-sticks as they learn about the Chinese New Year and parents support cookery activities which introduce foods from around the world. However, although a resource box shared with other local providers is sometimes available children have insufficient opportunities to develop awareness of information and communication technology.

Children develop physical skills as they participate in music and movement sessions. They show a sense of space as they move quickly without colliding. They develop skills as they climb through hoops and balance on beams and learn new races and games ready for sports day. Children climb, slide, push buggies and ride wheeled toys indoors. They develop dexterity as they cut fruit, roll and manipulate playdough, use crayons and paintbrushes and pour sand with various sized containers. Children develop imagination as they develop their role play and dress up. They spontaneously set up their own beauty parlour with dolls, mirrors and brushes or play 'families' in the tent in the home corner. They model using dough and freely paint and chalk at the easel. They experiment with sound as they play various percussion instruments and enjoy moving to music and singing familiar songs and action rhymes together.

Helping children make a positive contribution

The provision is good.

Children relax and show a sense of belonging in the provision. They know where their named pegs are and are familiar with the nursery's routines, such as tidy-up time and taking cups to the collection point after snack time. They confidently make choices and take decisions as they select their activities and extend their own play and learning. Children play well together as they share and take turns. Staff help them resolve any brief conflicts, encouraging children to think about each other's feelings. Children are aware of the rules and staff encourage appropriate behaviour through the use of praise. This supports the children's confidence and self-esteem.

Children access a variety of resources which reflect other cultures, such as instruments and books. They learn about the wider world as staff bring in items of interest from other countries, such as China and Africa. They value other cultures as they celebrate festivals such as the Chinese New Year or Hanna as well as Easter and Christmas. This helps children develop awareness of and value differences and similarities. Children's spiritual, moral, social & cultural development is fostered.

Partnership with parents is good. Parents feel staff are friendly and approachable. They come into the setting to talk with staff and exchange information at handover and attend group functions, such as sports day. They feel well-informed about the provision through attending introductory sessions and receiving printed information. Staff encourage parents of two-year-olds to stay until the children are sufficiently confident. They seek information about the children's individual needs and development, and parents share their children's records and complete the necessary documentation. This helps ensure good continuity of care.

Parents are aware of the activities their children participate in. Staff display planning, children's work and photographs of children at play. Parents receive newsletters containing information about the weekly letter, colour or shape of the week and the topics. Children bring items from home to support the topic table. Parents share their expertise with the group by coming in to sessions to show their pets or cook foods from other countries with the children. Parents learn about the Foundation Stage curriculum and share their children's progress file every term. However, staff do not identify children's individual next steps in learning to share with parents and further develop the partnership for learning between home and nursery.

Organisation

The organisation is satisfactory.

Staff work hard to set up the shared hall every day. They set out a wide variety of activities and displays to provide an attractive and welcoming environment. This helps children settle well on arrival as they are keen to see what is available. Children receive support from sufficiently qualified and experienced staff and ratios are generous. Children receive care from staff that have undergone sufficiently rigorous recruitment procedures. This ensures the children's safety. However, information about staff's training and vetting is not available on-site for inspection. The provision is registered to provide sessional care. However, sometimes children stay for lunch which means sessions run for over four hours. This is in breach of their registration.

The new owner is up-dating procedures and documentation. Meanwhile the existing policies, documentation and records are effectively implemented and maintained by staff. This supports the safety and welfare of the children. However, the policy for behaviour management does not include bullying.

Leadership and Management is good. The new owner and supervisor are committed to the continual development of the setting and to provide a high quality experience for the children. The supervisor has developed a dedicated and caring team of staff. She provides them with good opportunities to work collaboratively and all actively take part in planning the curriculum and monitoring children's development. The manager encourages staff to attend additional training and new staff are committed to achieving a recognised early years qualification. This supports the children's learning and development.

The manager is careful to monitor and evaluate how well the nursery plans and delivers the Foundation Stage curriculum. The owner and supervisor carry out a written self-evaluation. This identifies areas for future development, such as documentation, the provision of resources to reflect other cultures and information and communication technology. They seek and act upon external advice to bring about successful improvements, such as new planning systems. This improves the opportunities for children's learning. The setting meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the setting was recommended to carry out regular fire drills, provide secure storage, develop children's independence skills, increase children's use of technology and more effectively monitor and evaluate the provision of nursery education.

Staff have introduced new systems at snack time and children now pour their own drinks, pass round fruit and take dirty cups to a collection area. This improves their independence. Locked cupboards now provide secure storage and support confidentiality of records. Additional

resources are available which support children's use of information and communication technology, although this remains an area for development.

The manager now implements effective systems to monitor and evaluate the setting and clearly identifies areas for development. This supports the continual improvement of the nursery education provision to the benefit of the children.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order 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.

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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):

- comply with conditions of registration and ensure sessions do not exceed four hours
- develop routines for children to dry their hands which promote good hygiene
- ensure staff records are always available for inspection
- include bullying in the written behaviour management statement.

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):

- develop opportunities for children to use information and communication technology
- encourage children to label their own work and to recognise and sound out letters in their own names
- use observations of children to identify their individual next steps in learning and to inform planning and share these next steps with parents

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