

Lollipop Tree Nursery

Inspection report for early years provision

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| Unique Reference Number | EY345489 |
| Inspection date | 22 June 2007 |
| Inspector | Louise, Caroline Bonney |
| Setting Address | The Bungalow, St Peters School, Little Green Lane, Farnham, Surrey, GU9 8TF |
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| E-mail | |
| Registered person | Kate Stevens |
| 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?

Lollipop Tree Nursery was re-registered in 2007, but has been in operation since 2003. It is one of three privately owned nurseries and operates from a purpose-built self-contained building in the grounds of St Peters C of E Primary School in Farnham. Children have shared use of an enclosed playground, outdoor classroom and large sandpit. 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 42 children on roll. This includes 30 funded three and four-year-olds. The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery operates each weekday from 08:45 until 12:00, term time only. Children attend for a variety of sessions. There are seven part-time staff currently working with the children. Of these six staff hold a recognised early years qualification at Level 2 and above. The setting receives support through a teacher mentor from the school and the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in premises that are clean and well-ventilated and with equipment that is well-maintained. Children show good awareness of how to maintain their own hygiene and most wash their hands before snack time without being reminded, as one child explains when a member of staff asks, 'cos of germs'. Children eat healthy snacks, and select from a good variety of fruit each day such as mango and pineapple. This encourages them to try new foods and develop likes and dislikes. Topics also reinforce their awareness of healthy eating, such as vegetable tasting. Children independently access drinking water throughout the session and have milk if they wish at snack time. Children enjoy relaxing and sociable snack times when they take turns to sit in a small group with a member of staff. Staff thoroughly clean the snack table before use. However, hygiene is difficult to maintain as snack time progresses as no plates are available.

Children have good opportunities for physical exercise during fun sessions inside and outside. They use the playground daily for adult-led and free play activities, such as ring games, parachute games, or to fly streamers, dig in the large sandpit or kick balls. Indoors they balance on beams, participate in action rhymes and music and movement. There is a small outdoor area freely accessible to children throughout the session in fine weather. This ensures children have plenty of fresh air and exercise, which promotes good health.

Children have their medical needs met through staff and parents sharing information about children's health or recent accidents. Parents are aware of the sickness procedures, and collect children that become unwell while at nursery quickly. This provides good continuity of care and protects children from cross-infection.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children receive care in premises that are welcoming, secure and safe. Staff carry out thorough risk assessments prior to children's arrival and reduce hazards effectively. Children cannot leave the premises unsupervised as staff monitor handover times carefully and the door alarm is turned on when it's not locked. They agree collection procedures with parents. This ensures no-one can enter or leave the premises unsupervised and that children only leave with agreed adults.

Children use a good range of equipment that is safe and suitable. Children learn how to be safe during activities and topics. With staff support children learn how to carry equipment safely at tidy-up time, such as balancing beams and blocks. Young children receive support as they learn how to use tools safely, such as scissors during craft activities or knives to chop fruit for snack time. Children understand the rules that help keep them safe. They line up when going in or outside and practise the fire drill each term. This helps them develop understanding of how to be safe.

Children receive protection through staff having good understanding of how to recognise possible signs for concern. Staff meet to discuss and share recent child protection training materials and all are aware of the correct procedures to follow if they have any concerns about

a child's welfare. They share these procedures with parents when they first join the nursery. This helps safeguard the children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are enthusiastic on arrival and quickly settle to activities set out by staff. Younger children receive sensitive support to settle when necessary. Staff seek information from parents about new children's favourite activities, their likes and dislikes. This helps staff support them as they settle into the nursery.

Nursery Education

Teaching and learning is good. Staff plan a wide range of activities indoors and outside which support children's learning well across all areas of the Foundation Stage curriculum. Staff have a good knowledge of the early learning goals and extend activities to provide suitable challenges for individual children. Staff deliver activities enthusiastically and obviously enjoy interacting with the children. They extend children's thinking through open questioning. Children enjoy the balance of free play and adult-led activities, seeking out supported activities such as the phonic and writing or maths activity. Children find the well-paced and imaginative large group activities very enjoyable, such as dressing the teddy bear for the jungle and the arctic. This stimulates children's learning and children make good progress towards the early learning goals.

Staff monitor children's progress towards the early learning goals. They currently record children's achievements against a limited range of stepping stones, although this is under review. Staff are implementing a new system for observing children which helps them identify how individual children are learning and what their next steps might be. However, children's individual learning aims are not clearly reflected in planning to help staff ensure they have opportunities to progress.

Children are happy in the provision and enjoy the sessions very much. They develop confidence through interacting with staff who show appreciation of their efforts and ideas. Children reflect this as they show pleasure in each other's achievements and spontaneously applaud someone's exceptional contribution during circle time. This builds their confidence and self-esteem. Staff manage behaviour well so that children feel secure and happy. Children develop independence as they find their names on arrival, take off shoes and socks to play in the sand, pour their drinks and select their activities.

Children develop good literacy skills. They recognise the sounds at the beginnings of words, shown when a child unexpectedly answers that 'sh is for shutting the shed door'. Children recognise their own names and older children write them clearly. Children have good opportunities to mark make and receive good support as they develop writing skills and use number in all areas of the nursery. Children develop communication skills as staff model new language and encourage them to describe what they are doing. Children have good opportunities to learn about shape, number, weight and size. Children estimate how many spoonfuls of salt will fill a cup, count and recognise numerals as they do puzzles and play games, talk about large numbers as they guess how many children are present today. They count how many boys and girls are present, and exultantly shout 'they're the same' when asked which group has more.

Children explore sounds and various materials. Outside, they play percussion instruments and fly streamers in the wind. They make playdough, concentrate as they pour dry sand through a

colander or mix colours on a painting. When making collages children notice how materials differ, observing how felt absorbs glue and wondering if it will stick. Staff encourage children to notice and explain change and four-year-olds give clear explanations as to why clear ice and coloured water all become coloured when melted. Children imaginatively plan their role-play with excellent staff support. They develop themes that reflect their experience and interests and help to make the props, such as price lists, ice creams and lollies for the seaside café. However, children do not freely access craft materials for their own purposes to further develop their creativity independently and to encourage problem solving.

Children develop good dexterity. They build with various construction kits, grip pencils firmly as they write and draw, pour sand and water and manipulate dough. They have daily opportunities to run and play outside in the playground or the large sandpit. They move in different ways during ring and parachute games and music and movement sessions. Outside children occasionally access the school's climbing apparatus. However, there are no opportunities for children to use large wheeled resources such as tricycles or carts.

Helping children make a positive contribution

The provision is satisfactory.

Children are secure and happy in the setting. They play well together and staff model politeness and consideration which children respond well to. Children help develop the behaviour rules and play well together. They enjoy carrying out helpful tasks set by staff, such as telling another child when there is a space at the snack table or helping prepare fruit for snack time. Children learn about their own and other cultures. They participate in the Nativity play and learn about Indian culture as adults show them how to wear a sari and they do activities linked to Diwali. Staff negotiate the provision of activities sensitively with parents to ensure their religious or cultural needs are met. Spiritual, moral, social and cultural development is fostered.

Children with learning difficulties and/or disabilities have their needs promptly identified by staff. They liaise with parents and seek advice from external professionals. However, staff do not have sufficient understanding of the Code of Practice (2001) for the Identification and Assessment of Special Educational Needs to ensure its implementation. This leads to individual educational plans not being in place to fully support children's development and planning. Children with English as an additional language receive sufficient support. Staff seek information about their language development from parents and assess their level of understanding. Children quickly become familiar with the routines of the setting which helps them anticipate what is happening next. Staff occasionally introduce their home language into the setting, such as when singing nursery rhymes.

Partnership with parents and carers is good. Parents find the nursery welcoming and friendly and quickly develop trusting relationships with staff. Staff seek information about their children's individual needs and new parents provide information about their child's development and care needs during introductory visits. There is a good exchange of information daily at handover, such as how a child has recovered from sickness or about the birth of a new baby in the family. A new brochure provides information about the setting and the Foundation Stage curriculum. Parents are able to support their children's learning through their awareness of themes such as 'hot and cold', and the weekly colour, number, letter sounds and shape. Parents see their child's achievement records by request. However, until all children have had observations carried out under the new scheme they do not receive information about their individual child's next steps in learning.

Organisation

The organisation is satisfactory.

Children benefit from the organisation of the provision. They are familiar with the routines, have a good range of resources to select from and their room is set up in clear activity zones. They have daily use of outdoor areas, parts of which are freely accessible throughout the session. This supports their care and learning.

Children receive care from staff that undergo appropriate vetting and induction procedures. Staff develop and implement effective policies and procedures and maintain records and documentation and share these with parents. This supports the safety and welfare of the children.

Leadership and management is good. The owner and staff are committed to the continual development of the setting. They evaluate the provision and identify priorities for development. They are implementing their action plan and have already successfully introduced a café-style snack time, plan focus activities with clear learning aims and are beginning to carry out extended observations on children as they play. This means they are starting to identify children's next steps in learning, although these are not yet clearly reflected in planning or shared with parents. The owner carefully monitors the impact of these changes to ensure they are beneficial to the children's care and education. The owner and staff form an effective team who work collaboratively. They attend regular meetings to plan activities and maintain children's achievement records. The owner encourages staff to continue their professional development by identifying their and the nursery's training needs. However, delays in training are sometimes caused by courses being cancelled, such as for the Code of Practice (2001) for the Identification and Assessment of Special Educational Needs. The owner monitors the quality of teaching informally. She provides a good teaching role-model and capitalises on staff's strengths, which supports the sharing of good practice.

Children benefit from the owner maintaining good relationships and liaising closely with the school. Children use school facilities such as the reception playground, outdoor classroom and large sandpit, sometimes at the same time as Reception class. This helps the nursery children and reception teacher and children become familiar with each other. This familiarity helps the children make a smooth transition from the nursery to the school.

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

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that require 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):

- improve systems for serving food to promote good hygiene
- develop staff's understanding of the Code of Practice (2001) for the Identification and Assessment of Special Educational Needs.

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 systems to link children's identified next steps in learning to planning and share these next steps in learning with parents
- encourage children to access a wide range of craft materials independently for their own purposes to promote creativity and problem solving
- provide large wheeled resources to develop children's physical control.

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