

Lollipops

Inspection report for early years provision

Unique Reference Number	EY254963
Inspection date	29 November 2007
Inspector	Gill Moore
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Registered person	Elizabeth Ann Lyons
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?

Lollipops Nursery is privately owned and registered in 2003. The group operates from first floor rooms of the Methodist Church Hall in Haslemere. Accommodation consists of a hall for play, an additional room used for quiet activities or discussion with parents plus adjacent kitchen and toilet facilities. The group do not have access to a secure outside play area; they make use of local parks and community facilities. The setting serves the local community. A maximum of 26 children may attend the group at any one time. It is open Monday to Friday 09:00 - 11:45 during the school term. Additional sessions are offered from 12:45 - 15:30 Tuesdays and Thursdays. Children may attend lunch club on these days from 11:45 - 12:45.

There are currently 27 children aged from two to under five years on roll. Of these, 14 receive funding for nursery education. The owner is a qualified early years practitioner and works in the group most days. She employs a qualified supervisor to be responsible for the day to day running of the group in her absence. In addition, five staff work directly with the children, three of whom are qualified.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because practitioners maintain a clean environment implementing effective health and hygiene procedures. For example, they use anti bacterial spray to wipe tables clean between activities and wear disposable gloves when changing children's nappies. Children's health is promoted because practitioners have up to date first aid training and know how to respond to accidents effectively. Secure systems are in place to record accidents and the administration of medication, and children's health is assured in an emergency situation because written parental consent to seek emergency medical treatment and advice is obtained.

Children's understanding of how to look after their bodies is extremely well promoted. They develop exceptionally high levels of independence, taking themselves to the toilet and discuss why it is important to wash their hands, recognising how germs spread around their bodies. A healthy range of options are available at the snack bar, which increases children's understanding of healthy eating. They help themselves to a range of fruit, crackers and rice cakes and talk with practitioners about how different food is good for their bodies and helps them to grow. Written information is obtained relating to children's dietary requirements, which ensures their individual needs are fully met. Younger children's physical needs are well met, for example the nursery has suitable nappy changing facilities and large cushions for children to lie down and have a rest should they become tired.

Children benefit from daily opportunities to participate in physical activities and physical play is extremely well planned. The nursery do not have access to an outside play area, although practitioners make excellent use of space indoors and use local facilities to provide an exciting and challenging range of physical activities. Children confidently ride bicycles and scooters showing very good spatial awareness as they follow their peers. They develop their climbing and balancing skills using a range of climbing apparatus, crawl through tunnels and benefit from using larger and more challenging equipment at the local park. Children use a range of smaller equipment, including balls and hoops, developing their skills as they throw and catch and dribble balls around cones. Annual sports days provide opportunities for children to participate in races and team events and help increase their understanding of the importance of taking regular exercise as part of maintaining a healthy lifestyle. Practitioners use planned activities, linked to nursery topics and discussions, helping to raise children's awareness of the importance of looking after their bodies. For example, children enjoy visits from a doctor and learn how to use the instruments as they check each other's heart beats and take their blood pressure through role-play.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment where they can wander freely around developing high levels of independence. The main play room is extremely inviting and stimulating, with posters, numbers, letters and children's work displayed throughout. Space is organised exceptionally well to create small areas using low level furniture, low screens and fencing. Children have independent access to a very good range of play provision and resources, which they choose from low level storage trolleys and open shelving units. Effective systems are implemented to ensure that all equipment, furniture and play resources are kept cleaned and well maintained, which helps to keep children safe.

Children's safety is ensured as they arrive and leave the nursery because the deployment of practitioners is excellent. Registers are taken at regular intervals across the day, as children leave at different times, and the organisation of space and presentation of resources, helps to promote children's safety. Secure procedures are in place to ensure children are collected by adults known to practitioners and written information is obtained from parents relating to who can collect their child in an emergency situation. Practitioners pay high attention to ensuring children's safety and are vigilant across sessions. They implement formal risk assessments on all areas used by children, identifying any hazards and take action to minimise these. Daily checks are made and records kept to ensure all risks have been removed. For example, plug sockets are covered, the main door is kept locked and windows cannot be opened wide. Other doors are kept locked within the main play areas to prevent children from accessing these, such as the store cupboard. Written consent is obtained from parents for their child to go on outings with practitioners, which helps to keep them safe.

Children gain an exceptionally good understanding of how to keep themselves safe through discussions with practitioners. They use tools, such as scissors and knives safely during independent play and remind one another how to carry their chairs safely after registration time. Children practise fire drills on a monthly basis, increasing their understanding of how to keep themselves safe in an emergency situation. They visit the fire station and discuss how to keep safe around fire dressing up in firemen's uniform and learning how to use the hose. Practitioners make very good use of outings to increase children's understanding of how to keep safe when crossing roads. Children are protected and safeguarded from harm because practitioners fully understand their role with regards to protecting children in their care. They have a good knowledge of child protection issues and are able to recognise the possible signs and symptoms that may indicate a child was at risk. Secure procedures are in place within the nursery to respond to any concerns and record injuries children arrive with. Practitioners have a good understanding of how to implement Local Safeguarding Children Procedures, which helps to keep them protected.

Helping children achieve well and enjoy what they do

The provision is good.

Children are extremely happy on arrival to nursery. They come running in with their parents, place their coats and personal belongings on individual chairs and find their name card to self register. Children begin the day with a group time and confidently contribute to discussions keen to share their exciting news with practitioners and their peers. Younger and less confident children are exceptionally well supported as practitioners sit and cuddle them during these group activities. Children excitedly share the story 'We're going on a bear hunt,' which is clearly one of their favourites. They laugh and giggle with practitioners as they race through the snow storm, back through the squelchy mud and make 'splish splash' noises through the river until they arrive safely back home far away from the bear.

Younger children benefit enormously from playing alongside their older peers through independent play. The routine encourages them to copy and learn from older children and they have a wonderful time expressing their imagined ideas through play. Children explore creativity and search for hidden shells in the flour. They examine different materials in a box and enjoy using a wide range of media, although opportunities for children to explore a range of tactile experiences, for example through the use of treasure baskets, have not been fully explored. Children become competent learners and skilful communicators completing jigsaw puzzles independently and talking about the pictures they create. Practitioners are extremely effective in the way in which they plan activities for younger children pitching these according to their

age and level of understanding. Children's knowledge of shape, number and size is introduced and developed because practitioners encourage them to count the number of wheels and compare the shape and size of the pieces of train track as they work out how best to fit it together. Children flourish and gain in confidence because practitioners have a clear understanding about how they learn and adapt their questioning and teaching techniques to support young children helping them develop new skills. Practitioners have a very good knowledge of children's individual strengths and use this to help plan future activities, although systems to formally assess children's individual progress under three years have not yet been introduced.

Nursery education

The quality of teaching and learning is good. Children make good individual progress in their learning because practitioners have a secure knowledge of the Foundation Stage Curriculum. They plan and implement an exciting and stimulating range of activities and experiences identifying clear learning intentions, although the current system for planning is extremely complex. Practitioners plan for their individual key work group of children helping them to work towards identified stepping stones. Robust systems are in place to formally evaluate activities and assessment records show a clear picture of children's individual progress towards the early learning goals. Practitioners have a very good understanding about children's abilities, although do not formally identify next steps in their individual learning. Consequently, whilst small group activities are exceptionally well planned, and ensure children are fully supported, sufficient challenges are not always provided to some of the more able children in the group.

Children's learning is enhanced because practitioners make very good use of time, space and resources and the learning environment encourages them to freely access a wide range of equipment. They take initiative and are keen and motivated learners, which is truly enhanced through the opportunities for them to engage in self chosen play. Children's independence is exceptionally well promoted. The nursery have introduced a snack bar, providing them with opportunities to make their own decisions about when they would like to have their snack. They recognise their names and place their card in the basket after washing their hands. Children help themselves to cups and plates, pour their own drinks and choose their snack confidently using knives to spread butter on their crackers. They develop a strong sense of responsibility washing their cup and plate up when they have finished eating before going off to play.

Opportunities for children to explore creativity and express their imagination are well promoted. They competently handle a range of tools, including scissors and cutters, making models from dough, and compare the patterns the different types of rolling pins make. Children use very good language to describe how the flour feels and describe how this looks like snow as they search for the buried shells. They enjoy painting at easels talking about their pictures, and explore paint using different techniques, such as bubble and string painting. Children happily play with their peers in the role-play area taking their babies for a walk and cooking dinner. They enjoy dressing up and co-operate extremely well with their peers negotiating roles. They delight in practising their Christmas songs in preparation for their performance and laugh and giggle with their peers, participating enthusiastically in familiar songs and action rhymes.

Children develop their curiosity and investigative skills examining twigs and leaves they collected using magnifying glasses. They plant bulbs in the spring and take care of these measuring how much their flowers have grown. Planned activities, such as cookery, and making corn flour dough, enables children to investigate how mixtures change and feel when other ingredients are added. Practitioners make very good use of planned opportunities to promote children's

mathematical development. For example, children count and compare the number of boys and girls at registration time. They count the number of spoonfuls of flour needed when making cakes and develop their understanding of weight, learning how to use the scales. Children confidently use a range of mathematical language in their play, recognising shapes and discussing why wheels on the train are round. They are encouraged to solve their own problems around size and shape working out whether the envelope they have made is big enough for the card. However, although very good use is made of routines and planned activities to promote children's mathematical development, there are fewer opportunities for children to increase their understanding of mathematical concepts through independent play as few resources are available across the session.

Nursery topics provide opportunities for children to explore different types of weather and learn about hibernation, where animals live and how they eat. Their learning is significantly enhanced through visitors to the group, such as Zoo Lab, where a range of animals are brought to nursery for them to see. Children use a range of fiction and non fiction books to support their learning and enjoy relaxing in the book area sharing books independently and with their peers. They begin to recognise letters in their name and compare the sounds these make. Some children confidently write their own name and they have wonderful opportunities to practise emergent writing through independent play. For example, children use diaries and pens as they take appointments over the telephone and write shopping lists when they decide to take their babies to Tesco. They independently access a wide range of writing tools and materials, including staplers, rulers, hole punch and stencils and show exceptional skills in using this equipment.

Children are extremely happy and thrive during the time they spend at nursery. They are extremely well supported by practitioners who have a very secure knowledge of their individual needs and abilities. Practitioners provide a stimulating and inviting early years environment and implement varied and exciting teaching methods, which really capture children's attention and encourage them to play an active role in their journey of self discovery.

Helping children make a positive contribution

The provision is good.

All children are truly valued as individuals and they thrive whilst at nursery because practitioners have an excellent knowledge of their individual needs, abilities and interests. They adapt their teaching to ensure all children are fully involved and included ensuring effective learning takes place. Practitioners have a clear understanding of equal opportunities and ensure this is promoted within their practice. They promote a fully inclusive environment where every child is valued and treated as an individual. Younger children are exceptionally well supported by practitioners who recognise that some need comfort blankets and soothers in order to help them settle and become increasingly self assured. Children's behaviour is extremely good across the session because they are fully involved and engrossed in activities and experiences and benefit from many opportunities to initiate their own learning. They recognise the need to play nicely with their peers and share equipment happily taking turns when using the cars and bicycles. Children begin to develop a very good sense of responsibility helping to pack away when it is time to tidy up. They know where things belong and develop exceptionally high levels of independence, which is significantly enhanced through the presentation of the learning environment. Practitioners are extremely effective in the way in which they manage children's behaviour promoting their confidence and self-esteem and encouraging them to work out a solution to their problem when issues arise through effective questioning.

Children's understanding of themselves, their local community and the wider world is extremely well promoted through activities and experiences linked to nursery topics. For example, they explore themselves and their own families increasing their understanding of different family units and how other people live. Children learn about their local environment visiting the library and the church in their community and investigate different types of windows and building materials used. They examine different types of houses and buildings and discuss and compare where they live. Children talk about the places they visit on holiday, examine the different clothes people wear, climate and food they eat. They look at the globe and map displayed on the wall, which helps them understand where these countries are in relation to where they live. Children's understanding of diversity is enhanced through discussions and stories and the use of resources and equipment reflecting positive images of culture, ethnicity, gender and disability. They learn about a range of cultural festivals and special events that people celebrate increasing their understanding of the similarities and differences between themselves and others. For example, they make a Papier Mache dragon and try Chinese food at the snack bar as part of their celebrations for Chinese New Year. This positive approach helps to ensure children's spiritual, moral, social and cultural development is fostered.

All children benefit enormously from the secure links in place between home and the nursery. Settling in and registration procedures are extremely flexible to suit each child's and parent's individual needs. Practitioners recognise the anxiety of both parent and child and are extremely effective in helping to make this transition as smooth as possible. Detailed information is obtained both formally and informally, from parents regarding their child. Parents are encouraged to share information about their individual likes and interests, home and family circumstances and routines and comforters used. Consequently, practitioners gain an extremely good knowledge about individual children, which really helps to boost children's confidence and develop their sense of self assurance within the group. The nursery operates an open door policy where parents are invited in at any time to talk to practitioners. They are encouraged to participate and support their child at special events, such as sports day and Christmas shows. Parents are provided with detailed information about the nursery through the parent pack and have access to the full range of policies and procedures. They are well informed about how to make a complaint and suitable procedures are in place to record and share this information with parents, although the written complaints policy has not been updated to reflect this practice.

Partnerships with parents of children who receive nursery education are good. Some information about the Foundation Stage curriculum is included in the parent pack, although opportunities to increase parents' understanding about the links between play and learning have not yet been fully explored. Practitioners discuss children's individual achievements informally with parents as they collect them from nursery, informing them about what their child has been involved in, and speak about their individual progress. Parents are invited to meet with their child's key worker formally each term to discuss their child's individual progress and share their assessment records. These parents receive written information giving an overview of their child's learning every term and are invited to contribute to this. However, opportunities for all parents to be informed about their child's progress, next steps for development and how they can help extend this at home have not been fully introduced.

Organisation

The organisation is good.

Children benefit because the management structure is secure and all practitioners work exceptionally well as a team. They share the same vision and ensure this is achieved through the implementation of the operational plan. Practitioners have clear roles and responsibilities

and know what is expected of them. Children are cared for by suitably qualified and experienced practitioners who communicate extremely well through informal daily discussions and regular meetings. All children are fully supported because the deployment of practitioners is excellent. They recognise and respond to children's individual needs and provide exceptional support to younger children and those new to the setting. The implementation of a highly successful key worker system really helps children to feel self assured and flourish during the time they spend at nursery.

Suitable procedures are in place to recruit, appoint and induct new staff, although formal written procedures are not fully developed. Staff performance is informally monitored regularly because the nursery owner influences practice when working in the group. Annual appraisals are implemented to formally assess staff performance, although opportunities to identify individual training needs as part of these appraisals have not been introduced. Accurate records are maintained relating to when children and practitioners are present in the nursery. Children are protected from visitors because they are asked to show identification and sign in. However, procedures to obtain contact details and ensure regular visitors to nursery sign in and out are not fully developed. All practitioners have a secure knowledge of the policies and procedures within the nursery and implement these effectively to promote good outcomes for children. Consequently, children's health, safety and well-being are promoted and the setting meets the needs of the range of children for whom it provides. The required documentation and records are in place, although some need to be reviewed and developed. Records are stored securely and effective systems are in place to ensure confidentiality is maintained.

Leadership and management are good. Children benefit because practitioners have a secure knowledge of the Foundation Stage curriculum. They make good individual progress in their development because practitioners provide a well balanced programme and have an exceptionally good understanding about how young children learn. Secure procedures are in place to monitor and evaluate activities and experiences and identify whether learning intentions are fully met. Assessment records are updated regularly and this information is used to help guide planning for future activities. Effective systems are in place to monitor and evaluate the educational programme and the impact this has on children's individual learning. All practitioners show a strong sense of dedication and commitment to their role, which is evident through their practice. Consequently, children are happy confident learners who receive high levels of support and thrive during the time they spend at Lollipops Nursery.

Improvements since the last inspection

At the last care inspection the group were asked to conduct a risk assessment on the premises identifying action to be taken to minimize identified risks and improve procedures for induction and appraisal of staff to ensure all fully understand nursery policies. Formal risk assessments are now conducted daily, helping to keep children safe. The programme for induction is secure, although this is informal and annual appraisals have now been introduced. Consequently, all practitioners have a secure knowledge of nursery policies and ensure these are implemented effectively in practice.

At the last nursery education inspection the group were asked to improve the short term plans and assessments so that they clearly indicate what is needed to enable all children to gain the most from activities. They were also asked to improve parental involvement to ensure they can share what they know and become involved in planning the next steps in their child's learning.

The system for planning has been reviewed and is extremely comprehensive. Short term plans include the learning intentions from every planned activity and these are evaluated to assess the impact on children's individual progress. Partnerships with parents have been improved and parents are encouraged to share what they know about their child as part of the registration procedures. They are invited to share comments on children's individual progress reports, although opportunities for them to be informed about their child's next steps for development are not yet fully developed.

Complaints since the last inspection

Since the last inspection 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.

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):

- further develop the procedures to recruit, appoint and induct new staff and to identify ongoing training needs of those already working in the setting
- develop the procedures to record visitors to and from the setting and update the complaints procedure to ensure it reflects actual practice
- increase opportunities for children to explore a range of tactile experiences and introduce systems to monitor and assess children under three years

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 systems for planning and assessment ensuring sufficient challenges are provided and increase opportunities for children to develop their understanding of mathematical concepts through independent play
- increase information provided to parents about the Foundation Stage Curriculum and review systems in place to inform parents about their child's individual progress, next steps for development and how they can extend this at home

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