

Leigh Lollipops Nursery

Inspection report for early years provision

Unique reference number	122646
Inspection date	20/01/2009
Inspector	Janet Marie Thouless

Setting address	Abbots Pass Hall, Dawes Green, Leigh, Reigate, Surrey, RH2 8NP
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Telephone number	01306 611381
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Email	
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Type of setting	Childcare on non-domestic premises
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

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. 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.

The nursery is registered to care for a maximum of 26 children at any one time on the Early Years Register. There are currently 24 children on roll. The nursery supports children who speak English as an additional language and children with learning difficulties and/or disabilities.

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

Overall effectiveness of the early years provision

Children are cared for in a fully inclusive environment which supports and recognises the uniqueness of each child. Consequently, children thoroughly enjoy their time at the setting and develop a strong sense of belonging which allows them to become active learners. Their welfare and learning are enhanced by the good partnerships the nursery has established with parents. The nursery has a strong commitment to improvement and ongoing evaluation, and has identified, for example, the implementation of staff appraisal and the importance of sharing children's profiles with parents and carers to further enhance partnerships. The policies and procedures in place are mostly effective in keeping children safe and secure.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- update current policies and procedures to reflect the welfare requirements
- continue to develop the use of planning and assessment to identify and monitor children's individual learning needs
- ensure hand washing water is of a comfortable temperature and support children in adopting healthy habits within hand washing to promote good hygiene.

The leadership and management of the early years provision

All staff except one are suitably qualified and ongoing training opportunities mean the team as a whole enjoys a good balance of skills which cover all aspects of the curriculum and children's care needs. Staff attend regular training, covering topics such as, Early Years Foundation Stage, First Aid, Supporting Children with Additional Needs and Letters and Sounds workshop. This ensures their knowledge and skills remain up-to-date, reflects current practice and demonstrates a strong commitment towards continual improvement. Individual skills of the staffing team provide a wide range of expertise which is used to provide a rich learning environment, for example, a member of staff provides weekly Spanish lessons. Staff deployment is effective in ensuring children are well supported and supervised in their play, learning and development.

Detailed risk assessments are carried out on a regular basis to identify and minimise hazards. This ensures children can play in a safe and secure environment free from risk. However, the temperature of the water and the use by children of the same washing water may pose a hazard. Staff have a good knowledge and understanding of child protection issues, which in turn safeguards children. Documentation required to support children's welfare is in place and effective systems are in place to review written policies and procedures to ensure they provide clear information so that parents are well informed about the arrangements for the care of their children. However, wording within policies and procedures do not relate to the current welfare requirements. The management team have successfully implemented all necessary improvements identified at the last inspection.

Parents receive good quality information regarding the care and activities provided and many are part of the parent duty rota so are able to be involved in children's everyday learning. All policies and procedures are available for parents to refer to if needed. They receive relevant information about their children, such as individual daily diaries which include photographs and observations of children at play and parents happily share activities and events that take place outside nursery.

This enables parents and carers to be fully included in their child learning. Parents spoken to spoke highly of the flexibility around the settling in period and how helpful and informative they found the daily diaries. The setting liaises with external agencies as and when required to provide additional care to ensure children receive any additional support necessary. Very good partnerships have been established with local schools to support older children's smooth transition from nursery to school.

The quality and standards of the early years provision

Children develop very good attitudes towards learning as staff provide many opportunities for focused activities and child initiated play which is based on children's own interests. Children are extremely settled and have established close, warm, trusting relationships with their key person and staff team. They are making

good progress towards the early learning goals as they develop good attitudes to learning. Staff are developing personalised planning and assessment to meet the children's individual needs such as, those who have an additional language, learning difficulties or disabilities and the more able children. Staff are developing children's early years profiles with good quality written observations to gauge children's progress and plan for their next steps in learning. However, assessments are in the early stages of use and require ongoing development.

Children become absorbed in the explorations of their own ideas, for example, they create detailed craft pictures of snow scenes using a very wide range of resources whilst studying the current theme of winter, which includes investigating changes within snow and ice. There are many opportunities for children to develop spoken language through the many worthwhile conversations between children and adults, both one-to-one and in small groups and between children themselves. Children enjoy looking at or being read a range of interesting reference and story books, confidently following text and completing familiar parts of the story. To develop confident speaking and to extend vocabulary children bring in items to share at show and tell, which mostly relate to the current theme of winter. All speak confidently about their chosen items. Their use and knowledge of language is further enhanced by the teaching of Spanish. Staff encourage children to experiment with writing for themselves through making marks in role play and identifying letters and sounds in adult initiated play.

There is good provision for children to develop their numeracy and problem solving skills, as they complete number games and puzzles from the broad range on offer. They count spontaneously in everyday play and enjoy looking at numbers which are familiar to them, such as their age. Children participate in physical play both indoors and out. They have opportunities to climb and balance on indoor resources and enjoy raking and collecting leaves and transporting them around in wheelbarrows during outdoor play. Children are very well behaved and cooperative, for example, they help tidy away toys with enthusiasm, and quickly respond to staff reminders to share the toys and take turns. Staff offer constant praise and encouragement which helps to raise children's confidence, self-esteem and helps them to feel fully included.

There is effective provision for supporting children's health and well-being. Children enjoy healthy snacks of fresh fruit and vegetables provided by parents, along with drinks of water and milk to remain hydrated. The nursery offers written guidance to parents on healthy eating options. Children also taste a range of foods from around the world when celebrating festivals such as Chinese New Year and Divali. The environment is kept clean, and the hall is maintained at a sufficiently warm temperature to ensure the comfort of staff and children. The premises are kept secure and all visitors to the setting are recorded in the visitor's book. Staff provide suitable guidance to help children learn about their own safety and take acceptable risks.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.