

Lollipops

Inspection report for early years provision

Unique reference number EY239558
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Inspector Silvia Richardson

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Type of setting Childcare on non-domestic premises

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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Lollipops Nursery at Bramble House was registered in 2002 following a relocation of premises. It is a privately owned nursery operating from a three story detached house in New Eltham close to local shops, parks and New Eltham station. The nursery have a baby unit on the ground floor and a nursery unit on the first floor. They serve the local and surrounding areas providing a mix of part time and full time places. There is a fully enclosed garden available for outside play and a forest school forms part of available facilities.

Lollipops Nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting is registered for 42 children in the early years age group. There are currently 51 children from six months to three years on roll. The setting supports children with English as an additional language and children with learning difficulties and disabilities. The nursery opens five days a week all year round. Sessions are from 08:00 until 19:00.

There are 11 full-time staff working with the children. Staff qualifications include NNEB, NVQ levels 2, 3 & 4, two staff working towards an early years degree and one staff working towards NVQ level 2. The setting receives training and support from Greenwich early years advisors.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good with some outstanding aspects. An exceptional feature of the setting, is the outside play area with forest school, providing a rich and varied natural environment, full of opportunities for exploration and discovery. Children's enjoyment and achievement is enhanced by attractive presentation of resources and play materials and staff's enthusiastic engagement with children through play. The Early Years Foundation Stage principles of the 'unique child' and 'positive relationships' are actively embraced, so that children thrive in the setting and take part in activities of real interest to them as individuals. The provider demonstrates a high capacity for maintaining continuous improvement, through effective evaluation of the settings strengths and weaknesses and a strong commitment to promoting the best possible outcomes for children.

What steps need to be taken to improve provision further?

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

- encourage children to make full use of all the activities provided and develop children's knowledge and understanding of the nutritional benefits of different foods
- ensure sleeping arrangements are hygienic and comfortable

The leadership and management of the early years provision

Management of the setting is highly effective in promoting strong team work and consistent care practice, so that children enjoy familiar, child centred routines, and secure, positive relationships with adults and peers. The senior management team demonstrate effective leaderships skills, providing strong role-models for good practice and effective mentoring, so that all adults working directly with the children, are able to provide good quality care, learning and development experiences. The setting continues to improve, because management are well able to identify and acknowledge aspects of the provision that have potential to impact on children's welfare, learning and development and take swift action to promote better outcomes for children.

Partnerships with parents and carers are strong, promoting the welfare of children. Good systems are in place, enabling parents and carers to actively contribute to children's learning and development. The use of a central board for parents/carers to share home learning experiences, is enhancing a partnership approach. The diversity of individuals and families is acknowledged and celebrated, creating a real sense of community and belonging. Some good written information is available to parents and carers, keeping them well informed of children's welfare, achievements and progress. Policies and procedures are clearly written, made know to parents/carers and effectively implemented, ensuring the safe and efficient management of the setting.

Children are safeguarded in the setting, should child protection concerns arise, because effective systems are in place for recording and reporting. Adults receive suitable training, so that they know what to look out for and how to respond appropriately. Risk assessments are effectively identifying aspects of the environment that need to be checked on a regular basis and good measures are in place for keeping children safe, such as gates on stairs, and adults and children periodically practising the emergency escape plan. Staff vetting is in place together with security and access to the premises, with all visitors to the setting entered in the visitors book. Children are closely supervised, so that they move around and access facilities safely and appropriately.

The quality and standards of the early years provision

Children are very happy and settled, because they develop warm and secure relationships with the adults caring for them. Positive relationships are facilitating children to grow in confidence and independence, so that they enjoy learning. Adults are very caring, consistently cuddling children, reassuring and praising them, so that they feel self-assured. The uniqueness of each child is valued and respected through activities which help children feel good about themselves and develop a positive identity, such as painting self-portraits and role-play situations, such as 'the hairdressers' where racial differences and needs are embraced. Adults actively foster the principle of 'enabling environments', so that indoor and outdoor play spaces are exciting, stimulating and interesting, encouraging exploration and

discovery. Children are observed closely, so that adults are able to identify children's specific interests and needs, and plan activities that are relevant and motivating.

Children are making good progress towards the early learning goals, because a wide range and balance of activities are offered across the six areas of learning. Children's achievements in the outside play area are outstanding, because adults provide an exceptional range of learning experiences, including gardening, growing and caring for living things, woodland and pond life. Physical activities challenge children and develop skills and agility, through an excellent range of resources, including climbing, balancing, jumping and sliding equipment. Children make free choices from resources set out for them indoors and adults enthusiastically participate in children's play, encouraging their enjoyment in learning. Occasionally, resources and learning activities are overlooked by the children, even though they are attractively presented. This is because adults tend to involve themselves in the initial choices children make and don't always proactively encourage children on towards other learning opportunities available during a session.

There are some missed learning opportunities during meal times, to help children develop their knowledge and understanding of good nutrition. Discussion is very much about the enjoyment of food, which is ensuring children eat well. The setting for meals is relaxed and encourages social skills and good manners. The menus are very well balanced, with plenty of fresh fruit, salad and vegetables, and food is hygienically prepared and served, promoting children's health and wellbeing. Adults take very good care of the nursery environment and facilities, cleaning, clearing and setting out rooms efficiently, ensuring care routines flow well with the children's needs. Arrangements for babies to sleep are comfortable, although older babies and toddlers are not always provided with individual base sheets and are placed very close together, head to toe, increasing risk of cross infection and reducing comfort obtained through personal space.

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.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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.