

# Lollipop Tree Nursery

Inspection report for early years provision

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**Unique reference number** EY345489  
**Inspection date** 13/07/2010  
**Inspector** Gail Robertson

**Setting address** The Bungalow, St Peters School, Little Green Lane,  
Farnham, Surrey, GU9 8TF  
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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 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.

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## Description of the setting

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 28 children on roll from the age of two years six months and five years old. This includes 30 funded three and four-year-olds. The setting is registered on all three register, the Early Years Register, the compulsory and the voluntary parts of the Childcare Register. The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language. There is disabled access to the setting.

The nursery operates each weekday from 08:45 until 12:00, term time only. Children attend for a variety of sessions. There are six staff currently working with the children all hold a recognised early years qualification at Level 2 and above and an appropriate certificate for first aid. The setting receives support the local authority, there are close links with the host school and other providers of early years provision in the area.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The Lollipop Tree Nursery is a good place for young children to come and learn and to have fun. The effective manager and her caring staff plan interesting activities to suit children's needs and interests. Children enjoy each other's company and work hard throughout each session. Most children become absorbed in the activities but some do not listen carefully enough to staff when they are told what to do. Every child is included in the daily programme. The manager has a clear vision of the future development of the setting and is supported by staff and parents, showing there is good capacity for future improvement.

## What steps need to be taken to improve provision further?

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

- encourage children to listen carefully when adults are giving instructions and talking to them
- involve children in making the daily checks of risk assessment so they become more aware of how to keep safe in their daily lives
- encourage parents to contribute more regularly to children's learning journals.

## **The effectiveness of leadership and management of the early years provision**

The manager has made safeguarding of the children a priority. All the necessary records and paperwork are kept and filled in correctly, signed and dated. The company policies and procedures are up to date, regularly reviewed and changed in line with current legislation. The manager makes sure that all staff comply with the policies and procedures. The equipment in the setting is well organised to ensure children's safety, and the staff are vigilant at all times, especially at home times when parent and carers come to collect them. All staff have been vetted for their suitability to work with children. Risk assessments are made daily to check that children will be safe but staff do not involve the children helping them to learn how to keep themselves safe.

The manager provides good leadership in promoting staff team work and relationships with the host school. The setting enjoys the use of the school playground and outdoor area. The staff have created a happy, interesting and fun place for all children to explore, learn, make friends and enjoy each session. Children thrive here in the care and devotion of all the adults. It is an inclusive setting where all children are treated as individuals and respected for their differences. There are equal opportunities for all children and no discrimination. The company owner appreciates the lead that the manager gives and the standards she sets. Staff attend and enjoy regular training, they appreciate the opportunity to increase their knowledge and understanding of young children and their development.

Monitoring and reviewing provision and practice is well established and improvements are made for the benefit of all the children. The manager has good knowledge of the strengths and areas to develop within the setting aided by the Ofsted self evaluation form. The recommendations from the previous report have been fully addressed and this is evident in the staff practises and daily proceedings for the children.

Key workers know their children very well and build up that extra relationship with them and their families. The team know that parents have an invaluable contribution to make to the children's learning journals. Staff have encouraged parents join them in recording milestones in the child's life but this could be more regular. Staff have received training to make accurate observations of the children. They use this information most effectively to guide their planning in line with children's interests and to provide the child's next steps in learning.

The partnership with parents and carers is really good. Parents are fully informed about their child's development and progress through informal and formal meetings. They are consulted about and asked for their opinions. Parents appreciate 'the care of the staff, their hard work and friendliness'. There are really strong links with St Peter's primary School. Children have little worry at transfer time as they are so familiar with the host school, its staff and systems. The partnership with the very few other providers in the area is equally as strong.

## **The quality and standards of the early years provision and outcomes for children**

The setting is most welcoming, attractive, cosy, and children look forward to coming. Children and all staff share a warm and caring relationship. At the start of their learning, relevant information is obtained from parents to ensure children's particular needs and interests will be catered for. When children arrive they are so pleased to see their friends and immediately set to work once they have self registered. Children are confident, interested and motivated by the carefully planned and prepared activities. They have a great sense of belonging. They extend games for themselves. For example, the table top jungle, is one of their favourites, they put the tree together and join the rope ladders over the rivers and hazards before taking their figures for a jungle walk. This occupied a group of girls and boys for a long time. They discuss which way they should go and put animals such as lions in the pathway.

Older children act as good role models for the younger and new children and they develop caring and responsible attitudes and contribute well on a day-to-day basis. Children know the nursery routines and how to keep themselves safe as a result they feel extremely relaxed and secure. They behave well because they know that this is what the staff expects of them. They share equipment and ask politely if they need something. While they are working, staff engage children in meaningful conversation to increase their vocabulary and ability to hold conversations with each other and the adults. However, some children in the large group time do not listen carefully enough to the staff and carry on talking when they have been asked 'to be quiet please'.

Singing and action song time is a great favourite. They know the words of many songs and sing with great gusto. They sing in French, seem genuinely proud of the effort and given well deserved praise by the manager. They love stories and enjoy being read to. Many can correctly tell the sequence of events after the story has been read and join in at the well known parts.

Children are fully aware of healthy lifestyles. They have access to a drink throughout the session; are independent in their self care skills. They love going outside to enjoy physical activities, and at snack time they know they must pay attention to washing their hands. They help themselves to a range of healthy snacks and learn how to share with each other. They learn to count as well, as each snack has a number to indicate how many pieces they can have. They are independent and go to the snack bar when they feel the need. This is also a time for children to share their news and join in conversations with the adult. Staff consistently ask children open ended questions encouraging them to think for themselves.

The planned daily programme arises from the staff observations, assessments, and monitoring the children's individual progress. This is effective and is backed up with many types of evidence including photographic, and accounts of what children

did, and their achievements. Children are all making good progress as a result of the high quality of adult input and the effective verbal communication between staff. Children thoroughly enjoy the planned activities particularly the outdoor classroom which they had creatively turned into a pirate ship looking for treasure. Children are extremely happy and contented here. They have a good start to their school life and their learning journey towards the early learning goals.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **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