



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 509607

DfES Number: 512300

INSPECTION DETAILS

Inspection Date	26/04/2004
Inspector Name	Brenda Claire Wint-Omereye

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Lollipops Child Care Ltd
Setting Address	Orchard House 69 Charlton Road Blackheath London SE3 3TH

REGISTERED PROVIDER DETAILS

Name	Lollipops Childcare Ltd 03020896
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ORGANISATION DETAILS

Name	Lollipops Childcare Ltd
Address	Bramble House 88 Southwood Road New Eltham London SE9 3QT

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Lollipops Orchard House Nursery opened on 19th February 1992 and is part of the Lollipops Childcare Limited chain (established 1988) whose head office is situated at Oak House, 27 Southwood Road, New Eltham. Orchard House is three storeys, Edwardian house, situated in Charlton, close to Blackheath.

The nursery occupies three rooms on the ground floor, two rooms on the first floor as well as a sensory room and kitchen facilities, and an office and staff room on the second floor. The nursery has access to an enclosed garden, which is used daily. Toilet facilities are located on the ground floor. The nursery is registered for 38 children aged from 0 year up to 5 years; of these no more than 16 are under 3 years and no more than 6 are under two years and no more than 3 are under 1 year.

Seven members of staff work full and part time with the children. The manager has early years qualifications at NVQ 3. A number of staff are currently working towards a recognised early years qualification. The setting receive support from a teacher within the Early Years Development and Childcare Partnership (EYDCP).

The nursery receives funding for 3 and 4 year olds and accommodates children with special educational needs and provides a well-equipped Sensory room available for all children, particularly those with special needs.

The nursery opens for fifty-one weeks a year and operates from 08:00 to 18:00, Monday to Friday, except bank holidays.

How good is the Day Care?

Lollipop's Orchard Day Nursery provides unsatisfactory care for children. The premises have adequate lighting and heating with new laid carpet which makes it inviting. Wall displays and children's artwork make it a bright and welcoming environment.

The day to day organisation of the nursery has suffered from a high staff turnover,

poor standards of recruitment with limited induction of staff. Staff training needs are below the National Standards. A high proportion of staff are unqualified. Space is not always used imaginatively.

Some attention needs to be given to health, safety and hygiene especially for babies. Health and safety risk assessments could be carried out more routinely, and staff awareness of health and hygiene issues needs to be developed. Nutritional value of meals could be improved and children need to be able to access regular drinks.

The programme of activities for children under three is not very well planned. There is limited access to creative and imaginative play materials for older children, there are insufficient garden toys to meet the needs of all children. Staff in the baby room ensure that babies are well supervised. Staff deployment is inefficient as staff are expected to undertake a wide range of domestic tasks along side their childcare roles. This impacts on staff's ability to provide adequate challenges to children and some staff lack confidence to interpret children's behaviour to resolve conflicts. Written procedures address positive methods but staff are unclear about rules and boundaries.

Partnerships with parents is weak. A poor door entry system means that parents spend prolonged periods waiting to gain entry. They have access to the settings policies and procedures and there is a good settling in procedure, but there are limited opportunities to list their wishes, share information or contribute to their children's day.

What has improved since the last inspection?

The Management of Lollipop's Orchard House Day Nursery agreed actions to provide Ofsted with a full list of staff who are properly vetted. To date this has not been successfully addressed. A high number of staff have been recruited and limited numbers of qualified staff struggle to supervise unvetted staff to ensure they are not left alone with children.

It was agreed that the present manager would have suitable person interview, however as yet her qualifications are not verified. It was also agreed that the organisation and deployment of staff throughout the day would be addressed as well as an action plan devised to ensure that the numbers and ages of children fit into the agreed registration. Observations on the day of inspection provided no evidence that this has been addressed. Adult/child ratios were to be addressed. These remained very stretched as evidence on day of inspection due to the expectation that staff undertake routine domestic tasks.

Further agreed actions included providing an adequate telephone system that meets the needs of the group, having adequate seating for children of all ages and ensuring a suitable system of clinical waste. These have been addressed.

Lollipop's Orchard House have been unsuccessful in addressing a large number of the actions agreed at the last inspection.

What is being done well?

- The nursery is brightly decorated creating a welcoming environment;
- A good settling in procedure is in place;
- Babies are supervised well;

What needs to be improved?

- the organisation of space;
- the staff turnover;
- the staff attendance on food hygiene training;
- the health and safety procedures;
- the learning programme for under for all ages;
- the equipment for outdoor play;
- the nutritional value of foods and children's access regular drinks;inducted into behaviour policy;
- the staff induction into behaviour policy;
- the door entry policy

Outcome of the inspection

Unsatisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person must take the following actions by the date shown**

Std	Action	Date
1	ensure that there are effective procedures are in place for checking that staff are suitably qualified and/or experienced to work with children;	26/11/2004
1	develop existing procedures for checking that staff are suitably qualified and/or experienced to work	26/11/2004

	with children;	
2	Develop and implement an action plan detailing how at least half of all childcare staff will hold a level 2 qualification in childcare;	26/11/2004
2	Ensure that unvetted staff are never left alone with children;	26/11/2004
4	Improve the use of space in the garden and toddler rooms to ensure sufficient space and safety. Review the use of space and storage of sleep mats and cots when not in use;	26/11/2004
4	Review the toileting procedures to ensure sufficient facilities are available to the numbers of children;	26/11/2004
5	Ensure that sufficient outdoor equipment is available to meet the needs of children and materials for creative and imaginative play are suitable for 3-5 age ranges of children;	26/11/2004
6	Conduct a regular review of the risk assessment on the outdoor premises identifying action(s) to be taken to minimise identified risks (ie. top of stairs, garden)	26/11/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
3	improve the effectiveness of the outdoor play and review planning for under three age groups;
7	ensure that anyone responsible for the preparation and handling of food is aware of, and complies with, Environmental Health requirements;
7	develop and implement an action plan detailing how children will be protected from sun exposure;
8	provide children with access to regular drinks and improve the nutritional value of meals served;
9	review and update the equal opps policy to ensure the individual needs of children are met;
10	improve staff knowledge of SEN;
11	ensure all staff members are aware of behaviour management policy;
12	review and update confidentiality policy, door entry policy and staff turnover;
13	develop (staff's) knowledge and understanding of child protection issues.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Orchard House Day Nursery is an acceptable provision, however there are some significant areas for improvement in knowledge and understanding, creative and physical development, teaching, parent partnerships and the leadership and management. This has impacts on children's progress through the stepping stones toward the early learning goals.

Teaching has some significant areas of weakness, due to a fairly high staff turnover. However staff are working with an advisory teacher from the EYDCP to induct new staff into a knowledge and understanding of the early learning goals. Curriculum planning is not well established and learning intentions are not clear, or fully understood by all staff members. Staff offer interesting activities but often miss opportunities to extend learning. Staff have a good understanding of the individual needs of the children and have developed positive relationships with them, as a result children are able to express their ideas and their communication and personal, social and emotional development is generally good. They are making good progress in the maths programme and behaviour is being managed appropriately.

The leadership and management of the nursery is weak. The room-based manager demonstrates an understanding of the early learning goals, however she has been unable to influence the work of staff and their awareness of the curriculum. The constraints of her role means she is unable to monitor and identify strengths and weaknesses of the education programme. An appropriate deployment of staff will have a positive impact on the future development of the team members, and address any areas for improvement that have been identified. There is presently no recorded system for monitoring and evaluating the effectiveness of the provision or staff practise.

Partnership with parents is weak. Parents have good informal links with staff, but are dissatisfied with staff changes and have little input into their children's educational programme.

What is being done well?

- There is positive interaction between staff and children who show a sense of belonging and are keen and enthusiastic.
- Children count confidently, use mathematical language in their play and many are developing a good understanding of concepts of adding and taking away.

What needs to be improved?

- opportunities for children to explore living things, learn about the natural

world and develop their knowledge of the natural environment.

- planning of staff deployment and curriculum to ensure that children receive a broader range of experiences for learning.
- partnership with parents to ensure they are fully involved in contributing to their children's learning.
- The range of equipment for outdoor play and opportunities for children to express themselves freely imaginatively.

What has improved since the last inspection?

There has been limited improvement since the last inspection.

The manager at the setting has changed since the last inspection.

At the last inspection the following key issue was agreed.

' In order to improve the quality and standards of the educational provision, the setting should continue to develop assessments of children's attainment and progress. These need to show clearly their progress in the desirable learning outcomes. Staff need to ensure that these records and children's work are always dated to show the children's progress whilst at the nursery.'

Although the setting is no longer working towards the desirable learning outcomes, there are still significant weaknesses in the system of assessment as observations made but lack any evaluative framework that relates to individual children's progress and fails to inform the curriculum planning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress in personal, social and emotional development. They are relating well to staff and each other. They are able to share and take turns and support each other. Children are motivated and they are developing a sense of the community. There are few opportunities for children to develop independence and self-help skills.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children's progress in communication, language and literacy is generally good. Children speak confidently with peers and adults. They enjoy stories read to them and can retell familiar stories. They engage in meaningful conversations with staff and other children. Many children are able to spell their names and are aware of letter sounds linked to familiar names. Children do not always access books for enjoyment and there are few opportunities for children to practise writing skills.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are familiar with numbers and the count regularly up to 10. Children use mathematical language such as heavier/lighter, floating/sinking, they compare numbers, and confident about naming shapes. Children are engaging in simple adding and subtracting and are problem solving with weights, measurement, capacity and volume.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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There are significant weaknesses in this area, Children are able to build and construct tangible models using construction toys. There is few opportunities to explore the natural world and living things and no evidence of children being able to investigate how things grow. There are limited opportunities for children develop design and making skills.

PHYSICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children's progress in physical development has significant weaknesses. There is an outdoor play area but no planning takes place for physical development. Children are not provided with sufficient challenges to develop skills such as balancing and climbing. Equipment for outdoor play is limited and staff lack the knowledge and understanding of the skills that children need to develop. There are missed opportunities to extend children's vocabulary.

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
<p>There are significant weakness in the planning for children's creative development. There are too few opportunities for children to express themselves imaginatively through role play. The setting lacks the necessary equipment or innovation to develop opportunities for children to express themselves or to explore through art, craft and design. Opportunities for children to explore music and dance are minimal.</p>	
<p>Children's spiritual, moral, social, and cultural development is fostered appropriately.</p>	

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Ensure that all staff have opportunities to gain a clear understanding of the early learning goals.
- Review the planning and assessment methods to ensure that learning intentions for each activity is clearly identified and use children's assessment to inform the next stage of planning. Provide opportunities for parents to contribute to their children's learning.
- Provide more opportunities for children to practice writing skills for a variety of purposes and provide opportunities for children to explore living things and experience how things grow in the natural world.
- Improve the provision of physical activities to ensure that the all round physical development of all children is addressed.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.