

# Complete Child Care Services Ltd Trading as Lollipops

Inspection report for early years provision

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<b>Unique reference number</b>	509607
<b>Inspection date</b>	17/03/2011
<b>Inspector</b>	ISP Inspection
<b>Setting address</b>	Orchard House, 69 Charlton Road, London, SE3 8TH
<b>Telephone number</b>	0208 305 2014
<b>Email</b>	
<b>Type of setting</b>	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**

Lollipops Orchard House Nursery opened in 1992 and is part of the Lollipops Complete Childcare Services chain. Orchard House operates from a three-storey house in Charlton, close to Blackheath in the London borough of Greenwich. The nursery opens on Monday to Friday for 51 weeks of the year, except bank holidays. It operates from 7.45 am to 6.15 pm. The nursery occupies three rooms on the ground floor for babies under two years and three rooms for children from two years on the first floor. There is also a kitchen on the first floor 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 both floors used by the children.

The nursery is registered on the Early Years Register to care for a maximum of 34 children in the early years age group, of these, no more than 25 may be under three years and 13 may be under two years at any one time. There are currently 47 children on roll. The nursery receives funding for nursery education and supports several children who have English as an additional language.

A team of nine members of staff, including the manager, are employed to work at the nursery on a full-time basis. The manager has an early years qualification to NVQ Level 4 and is currently doing a Foundation Degree in Early Years. Three staff hold an NVQ Level 3 qualification and three staff hold a Level 2 qualification and are currently studying for a Level 3. The two untrained staff will be starting their Level 2. The setting receives support from an advisory teacher from Greenwich Early Years.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The nursery provides a stimulating, inclusive and caring environment in which children flourish and progress to their full potential. The professional staff team have an excellent knowledge of the Early Years Foundation Stage. This together with their very good knowledge of children's home backgrounds and strong partnerships with parents ensures that children's individual needs are consistently met. Children's safety is given high priority and is underpinned by comprehensive policies and procedural documents which are shared with parents. Consistent and thorough systems for evaluation of the nursery's practice ensures continuous improvement. The manager and staff demonstrate a clear commitment to on going training to support their aim.

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

To further improve the high quality early years provision the registered person should consider:

- redeveloping the outside play area as identified on the plans for future development
- providing opportunities for children to serve themselves at meal times in order to further develop their independent skills

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

Childrens' developmental and welfare needs are extremely well met. Children are kept safe because the nursery has comprehensive safeguarding policies and systems in place to ensure that staff are fully aware of their role and responsibility for protecting children. All staff have recently attended training on procedures for Whistle blowing. A high priority is given to risk assessment and fire evacuation procedures. The nursery has rigorous systems in place to ensure that all adults working with children are appropriately checked and are suitable to do so. All required record keeping and documentation is in place and is well maintained.

The nursery has inclusive approach and values diversity, promoting equal opportunities at all times. Children with English as additional language are well supported within the setting. Partnership with parents is given high priority and parents offer positive feedback on the care and information received from the nursery. Staff work effectively with parents to gain information about children's starting points, likes, interests and home backgrounds. Good procedures are in place to ensure that children and families settle into nursery life. New parents are provided with an information booklet when children first start at the setting. Parents also receive regular news letters and information about the weekly curriculum and activities are displayed on a white board outside the front door. The nursery operates an open door policy and welcomes parents to be involved in activities and their children's learning. Staff work well with other professional such as the Area SENCO, early years advisory teacher and local schools to ensure children's smooth transition to school.

Staff provide children with a stimulating and inclusive environment, rich in pictures, posters, photographs, labelling and children's art work. Each of the nursery rooms is set out attractively with an extensive range of activities and good quality play resources that cover the six areas of learning and encourage children to be active and independent learners. Staff work very well as a team and build up close and secure relationships with children. They demonstrate a high level of commitment to provide good quality care and continually improve outcomes for children. Staff are supported well in their continuous professional development. For example, the manager and area manager are both in the process of studying for a Foundation Degree in Early Years and three staff are completing their NVQ Level 3 qualifications. All staff are involved in the evaluation process and inset training days and staff meetings are used to identify training needs and areas for improvement. The recommendations set at the previous inspection have been addressed and plans are currently in place to redevelop the outside play area and incorporate a Forest School area into the setting.

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

Children make significant progress in all areas of their learning and development because staff have good information about their starting points, observe them closely and plan carefully to meet their individual needs. Staff are very confident in observing children's play, assessing their progress towards the early learning goals and planning for the next steps in their learning. Staff maintain profiles of children which clearly identify their progress in each area of learning. They work well together to plan an interesting and stimulating range of activities based on children's likes and interests. For example, several children are currently very interested in Thomas The Tank Engine so yesterday staff arranged a trip to the local train station where children bought their tickets and went on a short train journey. This has been extended in the nursery with the role play area being set up as a train station and ticket office. Children have great fun pretending to purchase tickets and taking turns to drive and ride on the train. They excitedly talk about yesterday's adventure to the train station.

Children throughout the nursery are very settled and engaged in their play. They demonstrate a strong sense of belonging and develop close relationships with adults and their peers. Children receive lots of praise and encouragement from staff who act as good role models and encourage children to develop good behaviour and appropriate social and independent skills. For example, making choices about their play, taking themselves to the toilet and helping themselves to drinks throughout the day. However, opportunities are missed to extend this further as there is no provision for older children to dish up their food.

Children develop very good communication skills because practitioners spend much of their time playing with them, talking to them and extending their play. Older children become increasingly confident in engaging in conversations with adults and to organise their play. Babies and toddlers are beginning to vocalise and communicate by imitating adults. Children enjoy many opportunities for mark making from an early age and examples of emergent writing can be seen in children's drawings. Many older children confidently recognise and write their own names and enjoy using phonics to help them link letters and sounds. Children have access to a wide range of good quality books in the nursery and as part of the nursery's lending library service which both children and parents are encouraged to use. Children enjoy listening to their favourite stories read to them by staff and going on visits to the local library for story and song time. They have very good opportunities to promote their creativity and imaginations through role play, small world resources, singing familiar songs and using a wide range of materials such as sand, water, shaving foam, flour and paints. Babies and younger children have great fun exploring and investigating with cause and effect toys and sensory resources. Older children confidently use the computer and develop their problem solving and mathematical skills using a wide range of resources throughout their play. They learn about the community and wider world on various outings. Pictures, posters and positive image play resources throughout the setting, together with topics celebrating different festivals and multi cultural days help

children to feel comfortable with different cultures and customs.

Children are encouraged to adopt healthy lifestyles. Although the garden is in need of redevelopment, staff make very good use of what is available. Children relish their time spent outside where they take part in a wide range of physical activities as well as searching for bugs and insects and planting and growing activities. Twice a week they go on the mini bus to the other nursery in Eltham where they take part in the Forest School initiative which encourages them to learn about keeping safe within an environment, whilst supporting appropriate risk-taking behaviour. This has really helped to improve children's self esteem, behaviour, confidence and understanding of living things and how to care for them in the environment. Indoors children learn good personal hygiene routines such as hand washing after going to the toilet, playing in the garden and before meal times. Children are encouraged to make healthy choices about what they eat and drink. They help themselves to drinking water throughout the day. Healthy nutritious meals are prepared and cooked freshly each day on the premises. The nursery has good procedures in place to ensure that children's special dietary requirements are continually met and all staff have recently updated their training on how to administer epi-pens. Provision is made for children rest during the day. Younger babies follow their individual routines for eating, sleeping and playing to ensure continuity in their care.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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