

Lollipop Tree Nursery

Inspection report for early years provision

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Inspector

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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 and has been operating since approximately 1975. It is one of three privately owned nurseries and operates from Brambleton Hall, a community hall in Farnham, Surrey. Children from the local community attend. The group is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register to care for a maximum of 26 children aged from two years to the end of the early years age group. There are currently 40 children on roll. The nursery provides funded educational places for three and four-year old children. Staff provide support for children with special educational needs and/or disabilities and children who are learning English as an additional language. The nursery operates each weekday during term time from 9.00am until 12.30pm. Children attend for a variety of sessions during the week. There are six staff currently working with the children, four staff hold qualifications in early years child care and education. The setting receives support from the early years network.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery has a firm base of experienced staff who gain children's trust and show strong awareness of daily routines to promote children's settling and belonging. There is a clear and dedicated attitude to meeting the regulations and ensuring children's safety. The provider and staff have followed the recommendations from the last inspection and this has benefitted children's welfare and learning. However, self-evaluation is basic and is not effectively used to strengthen areas of the provision. An appropriate variety of activities are available every day and children have choice and freedom of movement for most of the session; they are making steady progress in their learning and development. However, the systems in place to assess and extend children's learning are not fully utilised. Systems to share information with parents are not fully effective.

What steps need to be taken to improve provision further?

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

- Improve the balance of adult-led and child-initiated activities to provide planned, purposeful play experiences to support all areas of learning by increasing staff knowledge and understanding of the Early Years Foundation Stage
- develop further systems for observing and assessing children's progress and use them to identify learning priorities and plan relevant and motivating learning experiences for each child

- develop further systems of self-evaluation to identify the setting's strengths and priorities that will improve the quality of provision for all children, for example, by taking into account the views of all staff and parents
- improve the two-way flow of information with parents and other providers to promote a shared understanding of children's individual needs and involve parents in practical ways to support their child's learning and development.

The effectiveness of leadership and management of the early years provision

The nursery has a well-organised range of policies and procedures in place to meet the requirements and all regulations are clearly included. The provider and staff know their duty to respond to any concerns or to follow any complaints from parents. There is accurate information available for parents and all staff regularly attend training in child protection. There are daily systems for checking and assessing risks to children, records show that staff manage competently to keep children safe and they plan for nearby outings to the park. Staff are well-deployed and monitor children at all times, especially on arrival and departure. They also record all accidents and know the regulations for administering medication. Fire equipment is in place and regular fire drills are practised and recorded. There are very detailed and precise records to show staff suitability and full procedures for all areas of employment, including induction and regular appraisals. Some staff show high levels of training and the courses attended have enhanced their knowledge and understanding.

The leadership and management of the nursery is reasonably effective in focussing on the priorities of the children and in meeting the recommendations from the last inspection. Systems to meet the Early Years Foundation Stage framework and guidance have been introduced and key workers show a clear awareness of individual children. However, there has been less progress with developing systems of self-evaluation to maintain continuous improvement. The wider views of staff and parents have not been included to develop strengths and identify weaknesses. There are planned themes and topics and most children show interest in taking part in activities, especially during outdoor play. However, planned activities are not fully based on children's learning needs and sometimes the child-led spontaneous play needs adult input to include challenge and purpose.

The nursery provides a broad range of resources, which children can self-select for the majority of the session. The activities are well-organised across all areas of the room and children move freely to access play equipment. As a result, they are learning to make choices and become independent. Older children are gaining in confidence and show increasing levels of ability. Children have opportunities to learn about different cultural festivals at times because these are introduced every term; they also regularly learn about other countries. Key workers show that they offer support when helping children who have special educational needs.

Parents are welcomed and enter the setting regularly, they show strong support for the nursery and clearly appreciate the care and dedication of the staff. Parents know their child's key worker and can regularly make contact. There is frequent

verbal exchange and parents receive regular newsletters. They clearly recognise the positive progress that their children are making, although not all parents feel fully informed about their child's individual development. Systems to share information regularly about children's ongoing progress are not consistently followed; parents and other providers of care are not encouraged to support children's learning away from the nursery. The nursery has links with the local community, they have outings to the park and visit local schools at times of transition. The reception class teachers also visit the nursery. There are close links with the local early years network.

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

Older children are content from the start of the session and they settle willingly when parents leave. They show that they know the whereabouts of the play resources and become involved in the role-play area or use the physical play apparatus. Some younger children need individual attention from the start and eventually settle, showing trust and security in staff members. Children make some choices during the morning. They move freely between activities indoors and outdoors and then come together for a story at group time. They also take part in singing and eating lunch together.

Children show a strong awareness of the daily routines for being healthy and they are eager to be involved with preparing snacks. They follow instructions, washing their hands or using the hand-gel and they chop up bananas on small cutting boards, efficiently managing with small knives and behaving safely. They talk about the fruit, pull the segments of the orange apart and cut up the apples when staff have removed the core. Children learn to manage their own snack time effectively. They are praised for managing well and reminded to say please and thank you. They use their name cards to show they have had snacks and learn to place their used cups and plates in the washing-up bowl. They understand their own responsibility for hand washing after playing with the gloop and they automatically use their own individual towels. Children are keen to clamber and move their bodies on the physical play apparatus indoors. They often use this spontaneously whilst moving across the hall to another area. For example, as they crawl through the barrel in their dressing-up clothes. They also show delight in their physical freedom during outdoor play. They dig in the raised bed and the sand pit, balance on the blocks and ride and peddle on a variety of wheeled toys which helps them learn about safe behaviour whilst being active. Children follow planned routines well and these are organised to ensure safety and security. For example, all children manage the steps to the stage area competently and they listen and respond to staff reminders about only one child using the small trampoline at a time. They are learning to manage tools appropriately and older children are confident and show ability.

Older children are beginning to form positive relationships with each other and some are developing skills of working independently as well as alongside their peers. They have a clear sense of belonging and their confidence is increasing.

There are times when some children wander during free-play and show less involvement with others or in activities, their sense of purpose is not always encouraged by staff until the morning routine changes. They are steadily developing skills for the future through learning to sound letters when recognising their name cards and when thinking of words that rhyme. Children make patterns in the gloop and staff encourage them to form letter shapes. Children have opportunities to write on clip boards and are encouraged to learn how to write their names. They all eagerly take part in singing together accompanied by the piano; they know many words of songs and often choose these. Children practise singing at very regular sessions during the week and they show competence and clear ability. They are beginning to show an understanding of counting and quantity, especially when helping to count the fruit at snack time. Children also have access to computers and use the science equipment at times. They take part in celebrations from other cultures and there are regular topics which encourage children to learn about other countries.

Children become more animated during outdoor play. They show a higher level of interest in the activities available and play with more purpose. They freely use the tools with wooden blocks and planks, saying they will make a house and learning to take turns with special interactive tools and understanding how these work. Children dig in the raised bed to find worms and collect these in pots with magnifying lids. Children count the worms and practise writing the number on their clip board. They have grown tomatoes at times and they are currently digging to prepare for flower seeds.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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