

Lollipops

Haslemere Methodist Church, Lion Green, HASLEMERE, Surrey, GU27 1LD

Inspection date

12/02/2013

Previous inspection date

29/11/2007

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children's individual needs are well met because staff successfully identify gaps in children's learning and work closely with parents and the local authority to initiate the involvement of other agencies.
- Children sustain interest in activities and make good developmental progress.
- Children are happy, well behaved, form good friendships and work together co-operatively to achieve their aims.
- Staff respond to children's interests, know children well and use this knowledge to promote learning within all activities.
- Children develop good self-care skills and independence that prepare them for their future and starting school.

It is not yet outstanding because

- Staff have not yet considered how to strengthen the opportunities for children to hear and say the initial sound in words, link sounds to letters, name and sound letters of the alphabet and write their own name and other words.
- Staff have not yet considered how to improve the range of indoor physical activities.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the play room.
 - The inspector completed a joint observation with the manager of the provision in the main play room.
 - The inspector held meetings with the manager of the provision and talked with staff, children and the manager throughout the inspection.
- The inspector looked at children's assessment records and a sample of
- documentation, checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
 - The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Catherine Greenwood

Full Report

Information about the setting

Lollipops Nursery is privately owned and registered in 2003. The provision operates from first floor rooms of the Methodist Church Hall in Haslemere, Surrey. Accommodation consists of a hall, an additional room used for quiet activities and an adjacent kitchen and

toilet facilities. There is a lift available to the first floor. The provision do not have access to an outside play area; they make use of local parks and community facilities. The provision serves the local community. It is open Mondays, Wednesdays and Fridays from 8.45am to 11.45am and Tuesdays and Thursdays from 8.45am to 3.30pm, term time only. There are currently 15 children aged from two to the end of the early years age range on roll. The provision is in receipt of funding for the provision of free early education to children age three and four years. It provides support for children who have learning difficulties and/or disabilities. Three staff work directly with the children, all of whom hold appropriate qualifications.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- strengthen the opportunities for children to hear and say the initial sound in words, link sounds to letters, name and sound the letters of the alphabet and write their own name and other words
- consider ways to improve the range of indoor physical activities for children so that they can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff provide uninterrupted time for children to play and explore and provide support when needed. Consequently, children are motivated and enthusiastic learners and become deeply involved in activities. For example, when children choose to use the musical instruments, staff notice and join in their play, inspiring children to create and listen to different sounds. Consequently, children persist and learn new skills as they use the instruments to play in time. Staff talk to children in a respectful way and help them to explore ideas and make links. For example, when drawing different shapes, staff encourage children to search for associated objects in the play area. Consequently, children show excitement as they move around the room and find baskets and pictures that represent the circles and rectangles they draw. Staff follow children's lead in conversation and ask open questions that provide good opportunities for children to say what they know and understand. This enables them to extend children's learning within all activities. Children make good progress in relation to their developmental starting points, including children with special educational needs. This is due to the positive two-way

communication that staff establish with parents, which promotes their involvement in children's learning. All staff have a good knowledge of children's individual needs and work well as a team. They regularly talk about their observations of children's achievements and any gaps in their learning. This shared knowledge means staff provide a consistent approach to promoting children's learning and development. Children develop good self-care skills and independence which helps prepare them for most aspects of school and future life.

Children show good self confidence and develop their vocabulary, as they communicate with staff and others during their play. For example, during large group sessions they stand at the front and talk about their own achievements and toys they have at home. Staff provide indoor resources for children to develop their physical skills, such as a climbing frame, wheeled toys and hoops and balls. Some children show competence as they use the climbing frame and the slide. However, children sometimes run around the large play area to release their energy, because they are not always interested in using these resources. This is because staff do not plan a wide range of indoor physical activities, where children can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching. Children develop self-care skills as they find and carry chairs, which they place in a designated place for large group activities. They pour their own drinks and with staff support, wash up their cups at snack time. Children listen to stories with increasing attention and enthusiastically join in with the parts they know. Children give meaning to marks as they draw and paint. They develop pre-writing skills through copying patterns and sometimes ask staff to write their name. Staff display posters and pictures in the main play area which help children to identify words. However, staff do not always initiate opportunities for children to write their name, learn the sounds of letters and link sounds to the alphabet regularly to further strengthen this area of learning.

Children have good opportunities to understand the world, through outings to the fire station, library, and sometimes travelling on buses and trains. Children use their imagination as they play with modeling dough and say they are making 'pizzas'. They play co-operatively with others as they pretend to buy items and fill shopping bags in a pretend shop. Children sing as a group during weekly sessions, led by a volunteer who plays the piano. They make good use of large wooden blocks and large branches they collect in the woods, to build constructions. They work together to make complex designs, for example, as they build clocks to match pictures of a famous London landmark.

The contribution of the early years provision to the well-being of children

Children are very happy and show confidence as they make their own decisions during play. They are well behaved, form good friendships and work well together to achieve their aims. This is due to the good example staff provide as they support them during their play. Children are familiar with the daily routine and smile as they take part in a good morning song that helps them to feel welcome and part of the group. Children are keen to share information about their home lives and take account of what others say. Children's good health is promoted well. They receive healthy snacks from staff and parents supply

packed lunches. Drinking water is made easily accessible in a small water fountain. Children have good opportunities to be active, both indoors and outdoors. Staff protect children from the risk of cross infection and encourage them to learn about good hygiene practices. This is evident as staff help children to operate the water pump and use hand wash at a mobile sink within the play area.

There is an interesting range of accessible indoor resources that inspire children during their play. For example, large wooden blocks for building big constructions and a frame with netting and pieces of cloth for children to thread and make designs. Children develop confidence as they learn how to use a climbing wall in the playground at a local park. Staff change the resources at lunchtime, so that children who stay for lunch twice a week are provided with variety. For example, they set out a large tray with ice that contains polar bears and penguins, which children explore as they use tools to chip away the ice. Staff complete monthly fire drills, which help children begin to understand about their own safety, as they evacuate from the first floor of the premises. Their understanding of what to do in the event of a fire is further promoted through visits to the local fire station.

Children have good opportunities to develop an awareness of diversity, as they play with figures, dolls and books that reflect positive images. Staff plan activities related to festivals, such as Chinese New Year, that help children learn about different cultural celebrations. For example, children clean money in vinegar, make lanterns and dragon heads and attempt to eat stir fries with chopsticks. In addition, children have good opportunities to share information about their own lives. They take a toy hippo home, on a turn taking basis and take photographs of special events and holidays. For example, of family members in traditional clothing drinking Moroccan mint tea and a Christening. Staff display these photographs in an accessible book, which further promotes children's awareness and acceptance of difference. Staff welcome teachers from the local school who visit the provision before children leave. This enables children to know a familiar face when they visit the school and feel more secure. The staff share information with teachers and complete information about children's progress, which teachers use to inform children's Early Years Foundation Stage profile. This promotes continuity in children's care and learning.

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

All staff complete child protection training. Consequently, they have the knowledge and understanding of procedures and the action to take to safeguard and promote children's welfare. The manager regularly reviews the staff's understanding of child protection policies and procedures to ensure they are effectively implemented in everyday practice. For example, through talking to staff about her liaison with other agencies involved with children and their families. All staff are thoroughly checked to assess their suitability to work with children and students are never left with children unsupervised. In addition, the manager takes action to ensure that students also undergo and complete appropriate checks. Staff complete a daily check list and are vigilant about making sure the premises is safe and secure, as it is also used by other organisations. The manager and deputy

manager have recently attended training on the Early Years Foundation Stage update for group settings and have fed this information back to staff. This enables all staff to make better use of observations to identify children's achievements. The provision works closely with the local authority and acts on their advice to help ensure that activities provide children with challenge and meet their individual needs. Consequently, staff have recently updated the systems they use for assessment, which helps them to focus on identifying and implementing the next steps for children's learning in everyday play. Staff effectively observe and monitor children's progress to ensure gaps are narrowed for individual children. They actively involve parents in this process, which means that children receive the intervention they need to help them in their future learning. The manager involves staff in self-evaluation processes and talks to parents during six monthly meetings to identify they are happy with the provision. She is in the process of developing a questionnaire to seek parents' views and suggestions for improvement. Consequently, since the last inspection the provision has made changes that have improved outcomes for children, including meeting all previous recommendations.

Staff establish effective communication with parents and other agencies in order to identify all children's needs and help them to make progress. Consequently, children's individual needs are well met through the use of individual education plans and the consistent support and advice provided by staff and the local authority. Parents' comments during the inspection show they are happy with the provision. For example, they say, 'I like the friendly atmosphere, my child loves coming and every morning he can't wait to get up and see his friends and the teachers. My child has made very good progress, particularly in relation to his communication and ability to share and make friends'; and 'My child loves coming, knows what he has to do and just gets on with it. I have seen a big change in my child and he has learnt a lot'.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
|---------|-------------|--|
| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets |

| | | |
|---------|--------------|--|
| | | the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met | | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not Met | | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration. |

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

| | |
|------------------------------------|--------------------------|
| Unique reference number | EY254963 |
| Local authority | Surrey |
| Inspection number | 801620 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 26 |
| Number of children on roll | 15 |
| Name of provider | Elizabeth Ann Lyons |
| Date of previous inspection | 29/11/2007 |

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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