

# Lollipops

Bramble House, 88 Southwood Road, New Eltham, London, SE9 3QT

<b>Inspection date</b>	19/04/2013
Previous inspection date	02/04/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Children flourish and show great enthusiasm to learn because staff are committed and motivated by the manager to provide exceptional learning opportunities.
- The manager has an enthusiasm and drive for excellence and is passionate about working with external agencies to ensure children get the support they need.
- A wealth of opportunities in the wonderful forest school outdoor classroom is highly successful in promoting children's learning in all areas.
- A real strength of this nursery is the highly effective strategies used to engage parents in the children's learning, in order to promote optimum progress.
- Monitoring of all aspects of practice to inform continuous improvement is rigorous, leading to outstanding practice.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The Inspector observed and chatted to children as they played indoors and outside.
- The Inspector met with Managers to discuss the Ofsted SEF and how they monitor the delivery of the EYFS requirements.
- The Inspector looked at all required documentation, sampled policies and procedures and an example of children's developmental records in each room.
- The Inspector observed staff in all rooms interacting with children and discussed how they deliver the safeguarding and welfare and the learning and development requirements of the EYFS.
- The Inspector took account of the views of parents via discussion, questionnaires and references.

**Inspector**  
Sarer Tarling

## Full Report

### Information about the setting

Lollipops Nursery at Bramble House was registered in 2002. It is a privately owned nursery operating from a three story detached house in New Eltham close to local shops, parks and New Eltham station. The nursery has an under two's unit on the ground floor and a nursery unit on the first floor. There is a fully enclosed garden available for outside play and a forest school forms part of available facilities.

Lollipops Nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 52 children on roll, all of whom are in the early years age group. The nursery is in receipt of nursery education funding for children aged two, three and four and supports a number of children with special educational needs and/or disabilities and those who have English as an additional language. The nursery opens five days a week all year round and children can attend on a part or full-time basis. There are 11 staff working with the children. Staff qualifications include NNEB, NVQ levels 2, 3 & 4. Two staff, including the manager, hold an early years degree. The nursery receives training and support from Greenwich early years advisors. The nursery uses initiatives such as the 'Every Child a Talker' and 'Forest School' programmes.

### What the setting needs to do to improve further

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

- strengthen opportunities for children to develop their understanding of how things grow within the natural world.

### Inspection judgements

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

Staff have an excellent understanding of how children learn. As a result they plan a highly stimulating learning environment, providing children with equipment and materials to help them develop skills in all areas of learning, both indoors and out. Staff use positive teaching methods, such as giving clear explanations, ask challenging questions and introduce new ideas and concepts as they playfully teach the children. Consequently, children of all ages and abilities make excellent progress in their learning in relation to their starting points.

Parents are actively encouraged to contribute to their child's baseline assessment with the child's key person. On-going, observations, photographs and examples of children's work,

build up a wonderfully informative learning journey of their time at the nursery. Observation and assessment of children at all ages are clear, precise and sharply focused. Staff successfully weave individual planning for their key children into the daily provision, so that all children benefit from age appropriate activities. Staff continually exchange a wealth of good information with the parents about their child's development and provide them with excellent ideas as to how they can promote their child's learning at home. This results in parents feeling valued, fully informed and involved in their child's development.

The nursery is highly successful in using programmes such as 'Every Child a Talker' to encourage children in their listening and speaking skills. Tents and puppets have proven to be wonderful resources in giving reluctant talkers a voice. Superb arrangements are in place to ensure children with English as an additional language are supported. For example, the abundance of visual prompts throughout the nursery, the use of simple sign language and labels in key words help children to communicate. Children enjoy singing songs and expressing themselves through dance and using musical instruments. Staff make excellent use of the outdoor classroom to inspire children's curiosity in the natural world and to promote all areas of learning. For example, children keep a tally of the different birds they spot from the observation den, use underwater cameras to study lifecycles in the pond, climb trees and solve problems as they build dens.

Babies and toddlers enjoy making marks with their fingers using paint and shaving foam and use brushes dipped in water to make marks on the floor. This helps children from an early age practice the skills they need to learn to write. Many children know print carries meaning as they make sense of simple and familiar words, such as days of the week and recognise their own name. Books are used well to reinforce topics and children are encouraged to recall their favourite stories through the use of some wonderful homemade props. Older children are shown how to write their names and staff place a clear emphasis on helping them consider the initial sound of words and linking sounds and letters. Staff successfully extend children's enjoyment of books and early literacy skills. For example, by children creating their own story books and watching a show at the theatre.

Staff are skilled in following children's interests and letting it lead the play. For example, following a story about a pirate, resources were provided so children could build a large ship from cardboard boxes. They went on to make flags using hand prints, draw maps and follow clues to find the treasure chest. Children's mathematical learning is fostered well and children show a keen interest in shape, pattern, size and numbers during their play. In addition, the computer is used well to reinforce these mathematical ideas and problem-solving skills. Families are fully included in helping children learn about diversity through themed activities and events, which truly represent the nursery community. All these activities help children to gain skills that will prepare them for the move into school.

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

Parents and children are warmly welcomed by staff who show an excellent awareness of their individual needs. Children enter keenly and separate from their parents with ease which shows they have developed a strong sense of belonging. Children clearly benefit

from the highly effective key person system. Babies are offered reassurance and have the confidence to explore new toys and older children are made to feel 'special' during one-to-one focus activities. Staff provide a stimulating environment which is bright and welcoming. Children's work is highly valued and there are effective displays of their artwork throughout the nursery helping to promote their confidence and self esteem. Staff display photographs of the children's family and their parents 'hopes, dreams and aspirations.'. Nursery rooms are organised to meet the needs of children attending. Low level storage systems, clearly labelled with pictures and words, enable all children to make choices about their play. Staff have set up a black and white sensory area and made treasure baskets, filled with man-made and natural objects, so babies can touch, listen, smell and even taste different items. Consequently, young children show sustained levels of interest and enjoyment in what is provided.

Staff show a very secure understanding of how to manage children's behaviour. They focus on positive outcomes which are tailored to each child's individual needs. This provides opportunities for children to learn about boundaries in a way that they understand. Staff are fully aware of their responsibilities in keeping children safe and are vigilant, while allowing the children to have sufficient risk in their play to promote challenge. A wealth of opportunities in the forest school outdoor classroom very successfully promotes children's understanding of safety and their developing physical ability. Staff are highly effective in embracing opportunities within the daily routine to promote independence in children. For example, children put on their own coats and take pride when they do so. They learn to wash and dry their hands proficiently, help prepare their own snacks and pour drinks. Staff consistently praise children for their efforts and achievements. This contributes towards raising their confidence and self-esteem. Children are sensitively supported when the time comes for them to move rooms within the nursery. Staff place an excellent emphasis on preparing children for school. Sharing information and conducting visits, where possible, to help children become familiar with the school staff and environment.

Children relish being outdoors and have daily opportunities to benefit from fresh air in all weathers. Children learn about healthy eating and what their body needs for growth. However, staff do not always make full use of opportunities for children to grow and harvest food. Meal times are social occasions where children tuck into nutritiously homemade meals. Throughout the nursery staff follow stringent hygiene routines which prevent the risk of cross infection. Children are provided with enjoyable activities that are aimed at helping them understand the importance of hygiene and self-care. For example, staff encourage lively conversation while children bath and dry the dolls in the role-play area.

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

The leadership and management of the nursery demonstrate an exemplary knowledge and understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. Arrangements for safeguarding children's well-being are highly

effective. Robust recruitment and selection procedures ensure that staff who are suitable and have the necessary skills and experience care for children. A thorough induction programme provides excellent support and sets out the managers high expectations. Managers consistently observe and review staff performance. They offer coaching and appraisals which ensure that training and professional development is tailored to both the staff's needs and to those of the nursery. This ultimately enhances the excellent quality of teaching and learning. Regular meetings promote the good teamwork and staff's individual skills are recognised. Consequently, they feel valued and are motivated.

All the required records, policies and procedures to ensure the safeguarding and welfare of children are in place and well maintained. A comprehensive safeguarding policy is understood by all staff and shared with parents. The designated safeguarding person attends regular training updates, which she uses to ensure all staff are aware of their role and responsibilities in protecting children. There are plans in place with external agencies that help to secure appropriate interventions for children and support families. Comprehensive risk assessments are carried out on all of the areas of the nursery, which results in children being cared for in a very safe and secure environment.

On-going self-evaluation includes the views of parents, children and the staff. The monitoring of all aspects of practice, to inform continuous improvement, is rigorous leading to exceptional practice. Rigorous analysis of individual children's progress ensures any gaps in their learning are identified early. There are highly effective partnerships with other professionals, which, alongside the competent work of the nursery's special needs co-ordinator, addresses well, inclusion of all children. As a result, children needing additional support are provided with targeted interventions to help them reach their full potential.

Partnerships with parents are superb. Parents receive a wealth of information when their child begins to attend to ensure they are aware of how the nursery operates and know how to raise any concerns. Regular exchanges of information ensure that all parties are aware of the children's changing needs and that parents are successfully informed about their child's progress. Parents say they feel warmly welcomed into the nursery and families are positively encouraged to become fully involved in nursery life. For example, parents are invited to have celebratory meals with the children, to take part in sporting events and attend outings to wildlife parks and aquariums. Parents are encouraged to share their skills with children such as playing musical instruments and reading a storybook in their home language. Parents are extremely complimentary about the care and education their children receive from the manager and staff.

## 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 action. 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

<b>Unique reference number</b>	EY239558
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	908368
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	72
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Complete Child Care Services Ltd
<b>Date of previous inspection</b>	02/04/2009
<b>Telephone number</b>	0208 859 5832

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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, which are usually the childminder's 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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