

Lollipops Nursery & Creche

67 Newton Road, Hereford, HR4 9LJ

Inspection date

Previous inspection date

19/08/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 enjoy their time at this safe, welcoming and friendly nursery and make good progress. Staff give children choices about what they would like to do, listen to their contributions and talk to them about their interests.
- Children gain confidence in using language because they share conversations with staff as they play.
- The nursery works well with other professionals, who provide guidance for staff to help children, who need additional support.
- There is a strong focus on play and learning in the outdoor environment. All children explore the outdoor space with enthusiasm and excitement. This helps them to develop many new skills and supports their enjoyment and well-being effectively.

It is not yet outstanding because

- There is scope to further enrich the type of information gathered from parents on induction, so that staff are fully aware of what children can already do at the point of entry, so that progression can be accurately monitored from the onset of care.
- There is scope to further extend ways of supporting parents in sharing information about their child's learning and development at home, so a more complete picture of children's overall development is obtained.

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 spoke with the manager, deputy manager, childcare staff and children throughout the inspection.
- The inspector observed activities throughout the day and held professional discussions with the owner.
- The inspector looked at the children's learning records, planning documentation, evidence of suitability of staff working within the setting, a selection of policies and a range of other documentation.

Inspector

Tina Smith

Full Report

Information about the setting

Lollipops Nursery & Creche was registered in 2013 on the Early Years Register. It originally opened in 2005 but has now registered as a limited company. It is situated in premises in the city of Hereford. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play. The nursery employs 32 members of childcare staff. Of these, 29 hold appropriate early years qualifications at level 3, including five, who have a Foundation Degree in Early Years. The manager is working towards Early Years Professional Status.

The nursery opens Monday to Friday, all year round, from 7am until 6pm, closing for a week at Christmas and bank holidays. Children attend for a variety of sessions. There are currently 248 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children, who speak English as an additional language and children, who have special educational needs and/or disabilities. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- find further ways to enhance the type of information gathered from parents on induction to ensure that children's progress is accurately monitored from the onset of care

- find further ways to support parents in sharing information about their child's learning and development at home, so that a more complete picture of children's overall development is obtained.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Early Years Foundations Stage. Children are supported to ensure they make good progress in their learning and development, taking into account their starting points, how often they attend and the length of time they have been at the nursery. The nursery provides a range of activities, which children enjoy taking part in and that are entirely suitable to meet their learning and development needs. For example, sensory items are waiting to be

explored by the babies and messy play is ready for the older children.

The nursery gathers information from parents on induction about their child's interests, care needs and routines, as well as what they do at home. However, there is scope to further enrich this type of information, so the staff are fully aware of what children can already do and so that progression from the start can be accurately monitored. Staff regularly observe and assess where children are in their learning and this is noted in the children's learning records along with photographic evidence of what the children do and achieve. Both parents and children are invited to regularly review them, consequently children have the opportunity to reflect on their past learning and parents are successfully included in their learning. The nursery are completing the required progress check at age two for each child and parents are asked to contribute to this. The nursery are organising parents' evenings, so that all parents have this opportunity. However, there is room to further extend ways of supporting parents in sharing ongoing information about their child's learning and development at home, so a more complete picture of children's overall development is obtained.

Children are extremely happy and thoroughly enjoy the time they spend in the nursery, quickly becoming involved in the activities available to them. They are developing effective learning skills as they freely choose toys and resources that reflect their current interest. For example, children play with a selection of dinosaurs, correctly naming them and declaring 'look there's two Tyrannosaurus Rex'. A staff member skilfully extends their play by asking questions, such as 'tell me about your dinosaur' to stimulate meaningful conversation. This promotes their communicational skills as well as their self-confidence and self-esteem. These are all skills, which help prepare them in readiness for school. Children express their creativity as they use a selection of paints and brushes to paint pictures as well as exploring the paint with their hands. Children have access to a good selection of books, which they handle correctly. They sit together reading to each other before confidently approaching members of staff to read the book while they act out the story. A child confidently announcing, 'I'm the princess in the tower'. Younger children explore textures as they investigate a large tray of cornflakes. They crunch them in their hands before tasting them. Children are gaining confidence in using numbers in their play and throughout the day. For example, children tell a member of staff 'we need four paint brushes'.

Babies are cared for in a separate area and consequently they are able to play safely and sleep peacefully. They play with developmentally appropriate toys and resources, which aid their learning and development. They excitedly use a selection of wooden spoons to make noise, giggling with delight as they reach out to touch a selection of hanging sensory items. They have space to roll and crawl. Staff spend one to one time with them and are able to effectively support their drive to stand and walk. They confidently approach their key person for cuddles, support and reassurance. This genuine, warm, responsive reaction raises the babies' confidence and contributes to their overall well-being.

All children are welcomed and valued. Children with special educational needs and/or disabilities are fully included and staff are skilful in recognising their individual learning needs and supporting them to join in activities at their own pace. Children, who speak

English as an additional language are well supported and staff spend time finding out about other cultures and customs to fully support them and help them to settle in the nursery. For example, pre-school room has created a display of their special places in the world.

Children's physical development is well promoted. They have access to a well-resourced outdoor area, which contains lots of exciting and challenging resources. For example, children make mud pies and sloppy soup in the mud kitchen. They use a selection of push along toys both to ride on and to wash. Young children become involved in their play experiencing concentration and enjoyment as they use small sweeping brushes to make patterns with dry pasta before using a small dustpan and brush to tidy it away.

Children are developing a good understanding of the world around them because they have lots of opportunities to visit places of interest in their community. For example, they visit the children's centre where they have access to the Forest school site as well as visiting the shops to buy ingredients for their cooking activities. These experiences help children to learn to be sociable with others and to begin to understand about their local community.

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

Key aspects of children's well-being are good. A well-established and effective key person system helps to promote children's well-being and independence. They feel secure as they happily interact with the staff and seek them out for a cuddle or reassurance. When children start at the nursery, they enjoy several settling-in sessions and parents are invited to stay and play. This enables them to become familiar with their new surroundings and staff, consequently children settle well, enjoy trying new experiences and happily investigate their play. Children also enjoy several settling-in periods in their new room before moving. Learning and development documents move with the child and a transition form is completed to help staff in the new room become familiar with their stage of development and specific likes and routines. Children are well prepared for the next stage in their learning because staff give careful consideration to preparing them for school. The nursery has good partnerships with a number of local schools and reception teachers are invited into nursery, so they can see the children in their own environment and to discuss their individual needs with the child's key person. The home corner has recently been turned into a school and staff have displayed pictures of all the schools, so that children can familiarise themselves with them. Consequently, the transition between nursery and school is a positive experience for the children.

The environment is stimulating, well resourced, warm and welcoming. It is planned to meet the needs of children of different ages and so consequently, their all-round development and emotional well-being is fully supported. Children learn self-care skills as they are encouraged to be independent and to complete tasks for themselves. For example, when children ask for assistance, staff respond with 'you try'. Children's health is promoted because the nursery follows good hygiene procedures and practices, which meets their physical, nutritional and healthcare needs. The nursery provides healthy snacks of fruit and vegetables and parents provide their children with a lunch box. The

nursery has a healthy eating policy and encourages parents to provide their children with healthy options, avoiding crisps and biscuits. Children benefit from regular fresh air and exercise because they have access to a well-resourced outdoor area. They also use the local park and the grounds at the children's centre, consequently they can run fast and explore and investigate nature.

Children form good relationships with both adults and their peers. They are well behaved because staff are positive role models and give clear guidance as to what is acceptable behaviour. For example, children are reminded to be kind to one another, to take turns and to share. Staff also allow the children to solve their own disputes and conflicts. This means that children have listened to their peers and considered others feelings along with their own thoughts. Children are learning about keeping themselves safe because staff talk to them about dangers. For example, when out in the community, they remind the children to hold hands when crossing the road and not to talk to strangers.

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

Staff fully understand the learning and development requirements. They plan purposeful and developmentally appropriate play around the children's individual interests, which enables them to make good progress in their learning. Partnerships with parents are good. They are valued and their views are sought and respected. Key persons spend time with them, discussing their child's needs and achievements and very young children have daily diaries. This two-way flow of communication ensures that parents are kept well informed about their child's daily needs and activities. However, there is scope to extend even further ways for parents to share information about their child's learning at home.

Children are safeguarded well. All policies are in place and the nursery has written risk assessments, which are regularly reviewed. All staff are aware of their roles and responsibilities in protecting the children in their care and understands the signs and symptoms to be aware of. Staff regularly discuss safeguarding procedures, including whistle blowing, at staff meetings to ensure that they know when and from whom to seek advice. Recruitment procedures are robust. All staff are checked thoroughly before being employed and induction procedures are in place to help and support new staff. Appraisals are used to assess staff's ongoing suitability as well as to identify any areas for improvement. Staff are encouraged to extend their knowledge and expertise by attending training. Partnerships with other professionals are very effective and staff work closely with them, in order to help children, who need additional support.

The manager is a reflective practitioner and understands the importance of monitoring the educational programme. She is proactive and acts swiftly to overcome any identified areas for improvement. For example, she recently implemented an audit for the children's learning records to ensure they are of a consistent standard. The nursery welcomes advice from other professionals, including the local authority and implements changes that are suggested to enhance their practice. Parents' comments during the inspection show they are happy with the care and education offered to their children. They remark on the friendly staff, how hard they work and how happy their children are when entering the

nursery.

Overall, children are happy, settled and enjoy the time they spend at the nursery. The skills they learn help to prepare them to be ready for school and lay firm foundations for the future.

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

Unique reference number	EY459524
Local authority	Herefordshire
Inspection number	909000
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	86
Number of children on roll	248
Name of provider	Lollipops Nursery and Creche Limited
Date of previous inspection	not applicable
Telephone number	01432342119

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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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