

Lottie & Ollie Ltd

2 Willow Parade, Front Lane, Cranham, Essex, RM14 1DY

Inspection date

Previous inspection date

06/02/2014

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 learning through play as staff have a good understanding of the Early Years Foundation Stage.
- Staff monitor children's progress effectively through observations, assessment and planning for children's next steps.
- Partnerships with parents are good, which supports continuity of children's care routines, learning and development.
- Children learn about the importance of leading healthy lifestyles through healthy balanced and nutritious meals and snacks and daily opportunities to play outside.

It is not yet outstanding because

- Staff do not always plan group times to meet children's individual ages and stages of learning and development.
- Staff do not always encourage the younger children to feed themselves.

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.

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

Inspection activities

- The inspector observed the staff and children playing indoors.
- The inspector spoke to staff, children and the management.
- The inspector checked recruitment procedures, on-going suitability checks and induction procedures.
- The inspector checked evidence of staff's qualifications and supervision records.
- The inspector sampled children's observation, assessment and planning documentation.

Inspector

Sue Mann

Full report

Information about the setting

Lottie & Ollie Ltd registered in 2013 and is privately owned. The setting is registered on the Early Years Register and the compulsory part on the Childcare Register. The nursery is located in Cranham, Essex within the London Borough of Havering. All children share access to a small outdoor play area.

The nursery is open each weekday from 7.30am to 6.30pm all year round. It closes for two weeks at Christmas. The setting employs nine members of staff, of whom five hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- develop mealtime routines to enhance the younger children's opportunities to learn to feed themselves
- develop the use of group activities to enable children to take part, taking into account their ages and stages of learning and development.

Inspection judgements

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

The staff work well to ensure that children enjoy their time at the nursery. They have a good understanding of the Early Years Foundation Stage, which means that they are able to provide children with an interesting range of activities and experiences. The staff request information about children's stages of learning and development from parents when they start. This information along with the regular observations on the children helps staff to correctly identify children's current stage of development. Therefore, staff are able to plan relevant and interesting activities that interest children and help them make good progress. Staff continually assess and monitor children's progress. This information feeds directly into the weekly planning, which means that staff know where children require additional support. Consequently, children are making consistent progress in relation to their starting points. The staff know how to complete the progress check for children aged two years when the need arises.

Staff provide a wide range of interesting resources and activities available for children to choose from and play with. Wooden units containing plastic trays have photographs of what is inside to help children make choices about their play. Staff encourage children to practice their early writing skills by providing a variety of paper, pens, chalks and a chalk

board. Staff join with children's play sensitively. They show an awareness of when to step in and play with children and when to let children play alone. For example, children sit and play with some building bricks and build a tall tower, which eventually falls over. Staff intervene at this point, making suggestions as to how the children can make their tower more stable. This helps children to make connections between different parts of their experiences and work alongside staff to build their tower.

Staff promote children's communication and language development well. They use lots of language when playing with the children. For example, when children are playing in the role play area, staff ask them what they are doing. Children reply that they are making cups of tea. Staff extend children's learning by asking children how they are going to make the tea and what they need. This helps children to think about what they are doing and make connections between home and nursery. Furthermore, children use their imaginative skills as they find a small mop and bucket and pretend to wash the floor.

Staff working with the younger children join with the older children for stories, singing and group times. The younger children sit on the laps of their key person, enjoying the cuddles and the closeness of their special person. Staff use this time to read stories or to encourage children to explore resources from a treasure basket. Staff use relevant language to describe what the object looks, smells and feels like before passing it around to allow the children to look at it. This helps to develop children's descriptive language and enables them to use some of their senses to explore the properties of the objects. Overall, children pass around the object, waiting patiently to take their turn. However, this does not fully support the younger children. Due to the size of the group, many lose interest due to the time it takes for the object to reach them.

Staff provide many opportunities for children to use and refine their physical skills. Simple, but fun activities, such as icing and decorating biscuits helps children to develop their manipulative and co-ordination skills. Children enjoy using spoons to cover their biscuit in icing, which they decorate using coloured sugar flowers and stars. Children have further opportunities to develop their physical skill as they learn to operate simple computer programmes, using the child friendly key board and mouse. In addition, a range of electronic resources helps the younger children learn about cause and effect, as they press buttons and are rewarded with sounds and displays of coloured lights.

The staff teach children to learn about the world around them, and the differing cultures and customs that exist. Staff encourage the parents to take part and share their cultures and customs with the children. For example, children and staff recently took part in celebrating Chinese New Year, learning about why red envelopes containing gifts are given and received. In addition, the children made their own Chinese dragon heads and fans.

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

Children are happy and have good relationships with their key person and staff. Parents spend time settling their children into the new surroundings. This helps children to form

relationships with their key person safe in the knowledge that their parents are close by. Consequently, children form supportive relationships with staff, which means that they arrive happy and ready to learn through play. This helps to develop children's personal, social and emotional development. Children behave well, as staff teach children to behave through modelling acceptable behaviour and using techniques, which children understand. The manager is the behaviour management co-ordinator and uses 'golden rules' to help children learn how to behave appropriately. They use happy and sad faces to show children the effect of their actions, and talk to children at their level about their behaviour. This helps children to realise the effect their actions have on others.

Staff display the children's artwork on the nursery walls. This helps children to feel that their pictures are valued and creates a bright, friendly atmosphere in the nursery. Older children proudly point out their own pictures on the wall and talk about what they did and why. This helps to support children's personal, social and emotional development, through promoting self-confidence and self-esteem.

The staff help children to learn about the importance of leading healthy lifestyles, as they take children into the small outdoor play area daily. Children go out in small groups, but as there is an overhead cover, they are able to enjoy being outdoors all year round. This helps children to develop their physical skill and enjoy being out in the fresh air. Children enjoy healthy, balanced and nutritious snacks and meals. They enjoy fresh fruit for snack and hot meals, such as spaghetti bolognaise at lunch time. All the children sit together for meals, which helps to promote children's social skills. However, staff do not always provide opportunities to encourage the youngest children's independence as they do not provide bibs or spoons for children to be able to learn to feed themselves. Fresh drinking water is readily available for children to help themselves, which means that children can get a drink if they become thirsty.

Staff have good hygiene routines in place, which means that they are able to minimise the risk of cross infection. For example, they encourage children to wash their hands after playing and before eating. Staff thoroughly clean the tables prior to children eating, and serve children's food wearing protective gloves.

There are links in place with local schools, as the provider is in regular contact with the teachers. Children at the nursery have yet to reach the age where they will move onto school, but the manager intends to invite the teachers into the nursery to meet their new children. In addition, the staff plan to take small groups of children to their new schools to visit and take part in routines, such as story times and play times. This will help children to become familiar with their new surroundings and support their eventual move to school.

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

The provider has a secure awareness of the safeguarding and welfare requirements for the Statutory Framework for the Early years Foundation Stage. Staff have received safeguarding training, which means that they know what to do should they have a

concern about children in their care. All necessary recording and reporting documentation is in place, which ensures that staff are able to report any concerns to the appropriate authorities. The provider is fully aware of the need to inform Ofsted and relevant agencies of safeguarding concerns. Staff carry out regular risk assessments and daily visual checks to ensure that the nursery environment is safe.

The manager and deputy are appropriately qualified and experienced. They take the role of key persons and work closely with the other staff to ensure that children's current stages of learning and development are identified. They work alongside the staff to assess and plan relevant learning opportunities for all the children to meet their individual next steps. Individualised planning sheets ensure that staff know where children require additional support. This helps children to make consistent progress in relation to their starting points. Staff keep children's observations, assessment and photographs of activities children enjoy in their learning journals. Staff encourage parents to view these when they want and add any comments about what they have seen their children doing at home. This helps to support children's learning and development at the nursery and at home.

The provider ensures staff's suitability to be working with children through robust and rigorous recruitment procedures. All new staff complete the necessary checks, including Disclosure and Barring Service checks to ensure that they are suitable to work with children. The provider ensures that at least two references are sought from previous employers and requests proof of qualifications prior to offering staff jobs in the nursery. In addition, the provider ensures staff's on-going suitability to be working with children through annual declarations. There is an effective induction procedure to ensure that all staff have a good awareness of the nursery's policies and procedures and their own roles and responsibilities. The manager records each member of staff's successful completion of the induction process.

The manager conducts regular supervisions to monitor staff practices and ability to complete their roles and responsibilities to the standard required. These one to one meetings enable the manager and staff to discuss any concerns they may have about children in their care or request additional training. Formal appraisals are being held, which provides staff with support and guidance should they have any concerns about their practices. Training records ensure that the manager knows what training staff have completed and any other training, which would help staff in their roles. Consequently, staff are able to further their own professional development and practices, which has a positive impact on the care and educational programmes they provide for children.

The management use reflective practice and feedback from the parents to evaluate the effectiveness of the care and educational programmes for children. The manager and staff evaluate the educational programmes they provide for children, which helps them to identify areas for improvement. On-line surveys provide the manager with the views of the parents, which again, helps to identify areas for improvement. Currently, the manager and staff are organising the spaces within the nursery to meet the needs of the children as the nursery grows. The provider also has plans to install close circuit television to increase the security of the building. Therefore, the manager and staff show a good capacity to maintain continuous improvement to drive the nursery forward.

The manager is starting to form external partnerships with the local childcare development worker. This support enables her to seek advice or guidance should they have any concerns about children in their care. Partnership with parents is good. Staff provide daily report cards to keep them informed about their child's days. Social events, open evenings and contact by email enables parents to meet the staff, see their children's work and chat to the providers. This helps to build secure relationships with parents, and promotes the continuity of children's learning and care routines.

The Childcare Register

The requirements for the compulsory 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY467265
Local authority	Havering
Inspection number	951510
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	25
Number of children on roll	30
Name of provider	Lottie & Ollie Ltd
Date of previous inspection	not applicable
Telephone number	07766718430

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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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