

# Lollipop Tree Nursery

Brambleton Hall, Talbot Road, FARNHAM, Surrey, GU9 8RR

## Inspection date

24/09/2014

Previous inspection date

20/06/2011

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

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

- Partnerships between staff and parents are strong. This helps to maximise the consistency in children's care and learning.
- Children's emotional well-being is effectively promoted throughout the pre-school and their individual needs are met well.
- Staff teach children the importance of following good hygiene procedures, which helps to promote their self-care skills and independence.

### It is not yet outstanding because

- The outdoor area has few resources to promote children's mathematical development. This does not fully support children who prefer to learn outdoors.

## 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 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 children's activities indoors and outdoors.
- The inspector undertook a joint observation with the manager.
- The inspector had a discussion with the manager.
- The inspector talked with staff, some children and parents to obtain their views.
- The inspector scrutinised a range of relevant documentation relating to safeguarding, suitability records, policies and procedures.

## Inspector

Helen Porter

## Full report

### Information about the setting

Lollipop Tree Nursery re-registered in 2007, having been operating since 1975. It is one of three nurseries privately owned by the same provider. It 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 both the compulsory and voluntary parts of the Childcare Register. There are currently 19 children on roll, all in the early years age range. The nursery receives funding for the provision of free early education for children aged two, three and four years. Staff provide support for children with special educational needs and/or disabilities. The nursery operates each weekday during term time from 9.15am until 12.45pm. Children attend for a variety of sessions during the week. There are five staff currently working with the children. Of these, four staff hold qualifications in early years child care and education.

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

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

- extend children's learning outdoors by providing more opportunities to enrich their mathematical development.

### Inspection judgements

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

The quality of teaching is good and, as a result, children make good progress in all learning areas. There is a good balance of adult-led and child initiated activities, which are challenging and stimulating for all children. Staff show a strong understanding of children's individual needs as they effectively support their next steps in learning. For example, children show an initial interest in living creatures, such as snails, in the garden. Staff offer resources including pictures and magnifying glasses to help children compare living things and extend their learning. They model new language to children and listen intently to them to hear their ideas. Staff lead small group sessions to help develop children's listening skills. For example, children listen and attempt to copy rhythmic beats that staff make with musical instruments. Staff share stories with children to increase their interest in books and develop their language. As a result, children are developing good communication skills which prepare them for their next stages in learning.

Staff provide plenty of opportunities to promote children's physical development. They provide resources such as tunnels for children to crawl through, bikes and climbing frames. This helps to encourage children's movement and control. The wide range of dressing up clothes and accessories offer good opportunities for children to practise self-care as they learn to dress themselves. Staff allow children to express themselves and use

their own creative ideas. For example, some children choose to paint on easels provided, while others use the paint brushes and water to draw and write on the walls and pavement outside. There are plenty of resources inside to develop children's mathematical concepts, such as 'big' and 'small'. Staff also offer good support during activities. For example, they use snack times to encourage children to count fruit segments, which helps to develop their awareness of numbers. However, there are fewer opportunities to develop mathematical skills outdoors. This does not fully reflect children's different learning styles, as those who prefer to learn outside have less access to mathematical resources and activities.

Staff implement a good educational programme. They observe children's achievements and summarise their learning regularly. The well-planned activities that staff provide support children's next steps in learning well. They help to prepare children for their move to school. Staff maintain strong partnerships with parents and relevant professionals such as, speech and language therapists, to support children with special educational needs and/or disabilities. Staff work effectively as a team to share details of children's next steps in learning so that they are able to consistently support their individual needs. They encourage parents to record details of children's interests and achievements at home on information sheets. This further supports staff to maximise the consistency in children's learning. Parents state that they feel well informed of their children's progress in the learning areas.

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

Staff promote children's emotional well-being and meet their individual needs well. Staff provide a stimulating environment that offers challenge and choices. As a result, children are confident, active learners. The key person system works well. Staff have positive relationships with all children and implement an effective 'buddy' approach for periods when key people are absent. These close relationships help children to feel safe and secure in the pre-school. Staff deployment is effective and staff supervise children well, keeping them safe. They teach children how to consider their own risks to enhance their independence. For example, they remind them to take care when running in the garden. In addition, they organise visits from professionals in the community to help children learn about safety. For example, the local fire brigade attend the pre-school to talk to children about how to keep safe and prevent fires. Staff act as good role models to the children and remind them of rules and boundaries throughout the day. Consequently, children behave well and remind each other of the rules, such as sharing and turn taking.

Staff teach children the importance of following good hygiene procedures. They make sure that children wash their own hands at appropriate times, such as snack times and after blowing their noses. Free access to the garden allows children to gain plenty of exercise and fresh air, which helps to promote their healthy lifestyles. Staff encourage healthy eating and drinking, as they provide snacks such as fruits and milk every day. Staff talk to children about their favourite fruits and how they make them healthy. They use these good opportunities to further promote children's independence. For example, they encourage children to pour their own drinks. This helps to build their confidence and self-

help skills in preparation for their next stage in learning and move to school. When staff know which schools children are moving to, they make contact with the relevant teachers, offering to share information. They also invite them to the pre-school setting. This helps the teachers to meet the children in an environment where they are already safe and secure. This enables the children, staff and new teacher's to get to know each other.

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

Staff implement good systems to meet the safeguarding and welfare requirements. The pre-school is based on a community hall site, and staff complete in-depth risk assessments each day before children arrive to check for any potential hazards. The staff have a secure understanding of the procedures to follow if they have a concern about a child in their care. There are robust recruitment procedures, including rigorous vetting checks, to help to make sure that staff and volunteers are suitable. The management team carry out interviews, and gather references and identity checks on applicants before they are recruited. These practices help to protect children's health and welfare.

Staff regularly attend training, which is encouraged by the management team. Supervision meetings enable the manager to support staff in their professional development. These help to identify where their practice is strong and address any areas for development. Staff effectively share information with colleagues after attending courses, such as training on promoting positive behaviour. They use their growing knowledge to adapt and improve their own provision to improve outcomes for children.

The management team evaluate their service and develop action plans working in partnership with staff, children and parents. They have recently introduced new storage units and furniture that allow children to have more choice as resources are readily available. Staff regularly meet with parents and encourage them to complete questionnaires. This helps to give parents the opportunity to voice their opinions on the areas of strengths and improvements in the pre-school. This demonstrates the commitment of the manager and staff towards continuous improvement. Staff attend local forums to build partnerships with other professionals. This promotes good relationships between local settings and provides continuity of care and learning for children moving on to other settings or schools.

### **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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY345428
<b>Local authority</b>	Surrey
<b>Inspection number</b>	844073
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	19
<b>Name of provider</b>	Kate Stevens
<b>Date of previous inspection</b>	20/06/2011
<b>Telephone number</b>	01252820990

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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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