

Leigh Lollipops Nursery

Abbots Pass Hall, Dawes Green, Leigh, Reigate, Surrey, RH2 8NP

Inspection date

05/01/2015

Previous inspection date

20/01/2009

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

- Staff have good relationships with all children, which enables them to settle quickly and begin learning.
- Staff have a good understanding of children's interests and development requirements. This allows them to focus on children's individual needs, which mean they are motivated to learn.
- The staff have a positive relationship with parents. They consistently involve them in their children's learning, which successfully supports children's well-being and supports future learning.
- Staff plan, observe and assess children's development effectively. This means that activities are appropriate and offer suitable levels of challenge. Consequently, all children are making good progress towards their future learning and move to school.

It is not yet outstanding because

- Staff do not always offer explanations to children about how to keep themselves safe within their environment, to help fully develop their knowledge and understanding of safety.
- Occasionally, group sizes during adult-led activities are too big for children to remain engaged and motivated to learn.

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 activities in the indoor and outdoor environment.
- The inspector sampled children's development records to track their progress.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector sampled the setting's planning and policy documents.
- The inspector spoke to parents to gain feedback on the staff and the setting.

Inspector

Hannah Barter

Full report

Information about the setting

Leigh Lollipops Nursery registered in 1984 and is located in the village of Leigh, Surrey. The setting is managed by a committee and operates from the village hall, serving children from the local community and surrounding villages. Children have access to a large hall and an enclosed area is available for outdoor play. The setting is open during term-time only, from 9am to 12pm during Monday, Thursday and Friday and from 9am to 1pm on Tuesday and Wednesday. The setting is registered on the Early Years Register. There are currently 31 children on roll, all of whom are within the early years age range. The setting supports children who are learning to speak English as an additional language and children with special educational needs and/or disabilities. A team of eight staff work with the children. Of these, six staff hold recognised early years qualifications. The manager holds a qualification in childcare at level 3. The setting receives funding for the provision of free early education for children aged three and four years.

What the setting needs to do to improve further

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

- develop children's understanding of how to keep themselves safe within their environment
- review group sizes for adult-led activities to ensure that all children are able to take part and remain motivated to learn.

Inspection judgements

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

The quality of teaching is consistently good. Staff have a thorough knowledge and understanding of the learning and development requirements and provide appropriately challenging activities to all children. Consequently, all children are making good and steady progress in their learning, which successfully prepares them for their move to school. Initial information from parents and regular observations by staff, including written snapshots and photographs, detail children's progress in learning. Staff use this to inform future planning and next steps in learning. Staff display children's next steps so that all of the staff are aware of how to support each child. Staff carry out termly summaries to evaluate children's progress and help to determine further planning. Staff share all assessments with parents so they are fully involved in their child's development.

Staff provide children with varied and interesting activities which motivate them to learn. For example, children enjoyed tapping nails and wooden shapes into cork boards. Children

demonstrated their current level of knowledge by explaining to staff that 'builders need nails to build.' Staff challenged and extended this by asking them what else builders needed to build, which also encourages their imaginations and language skills. Children also enjoyed making playdough. Staff asked children to tell them what they would need to make playdough and children confidently shouted out 'flour and water!' Children demonstrated their confidence with numbers and took it in turns to pour the flour and salt into the cup while counting the numbers out loud. However, because the group size got bigger throughout the activity, some children began to lose interest because they were not able to have a go at moulding it for themselves.

Staff work with children in small groups and focus specifically on certain areas of development. For example, staff gave children a card which displayed a repeating pattern of different coloured and sized bears. This encouraged children to recognise colours and differentiate between sizes. The more confident children were, the more challenging staff made the pattern. Children were extremely proud of their achievements and staff offered high levels of praise, which developed their self-esteem. Children have access to a laptop within the setting which staff constantly supervise. Staff ask children to select which games they would like to play. Children show good levels of confidence when moving the cursor to their desired object around the screen. This effectively challenges children's current level of development and prepares them for their move to school. Children explore different craft materials to make items for their 'house'. They confidently cut and stick different pieces of paper, card and tissue together to create their desired objects.

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

Children arrive happily at the setting and display good levels of confidence when exploring their environment. They say good morning to the staff and are very excited to tell them about their Christmas presents. This demonstrates how secure children feel in the staff's care. Although there is a key-person system in place, all of the children have good relationships with all of the staff. Staff have a secure knowledge of children's routines and interests which supports their emotional well-being. Children find their names from a selection on the table and place them in the basket to show that they are here today. Children also take responsibility for their belongings and hang their coats and bags up on their pegs. This demonstrates children's early literacy skills and understanding of the setting's routine.

Children play very well together and include each other in their games. They share resources appropriately and are learning to take turns by using sand timers, which helps to develop their understanding of the concept of time. However, occasionally children get over excited and run around the setting. Although staff encourage children to use their walking feet they do not always explain to them why they should walk indoors, in order to help develop their understanding of safety.

The manager uses parents' experiences of their own cultures and traditions to teach the children about the world they live in. For example, a parent recently visited the setting to teach the children about Diwali and showed traditional dress, jewellery and allowed them

to explore the sari by helping to dress the staff correctly. Staff treat all children as individuals and take into account their interests and developmental levels. For World Book day staff invited parents to come in and read in their home language while the other parents translated the words for the children. This successfully extends children's knowledge and understanding of different languages. Children have access to a large outdoor area which is equipped with large slides, climbing apparatus, cars and trikes. Children enjoy climbing up the stairs to go down the slide, running around the garden and manoeuvring their cars around the obstacles. This fully supports children's physical development and encourages a healthy lifestyle.

Children enjoy playing on climbing apparatus and carefully move up the ladder to slide down the slide. Staff supervise the equipment constantly, which means children are kept safe. Staff explain to children that once they had gone down the slide they need to move away so the next person can come down. This develops children's understanding of how to keep themselves safe. Children take part in the fire drill evacuation practice, which further develops their knowledge of how to keep themselves safe and the dangers of fire.

Children have a good understanding of hygiene practices. Staff encouraged children to inform the new children about what they have to do before they have snack and children confidently shouted 'wash our hands!' Children bring in their snacks from home and sit together at the table. Children are confident when asking for help and staff encourages them to have a go at opening their snacks for themselves. Staff also encourages children to pour their own drinks, which helps to develop their independence and self-help skills.

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

The manager and staff have a secure knowledge and understanding of the safeguarding and welfare requirements. All of the staff have undertaken child protection training and are confident in recording and reporting any concerns they may have about children's welfare. Staff's knowledge is underpinned by a comprehensive policy, which they share with parents so that they are fully aware of their roles and responsibilities towards children. Policies and procedures regarding the use of cameras and mobile telephones are strict and clearly state that they are not to be used within the setting. This helps to ensure that children are kept safe. The staff team are highly qualified with the majority qualified to a minimum of level 3. In addition, two of the staff hold a paediatric first-aid certificate, which means there is always someone onsite with the correct training to deal with any accidents. Staff access a range of training provided by their council. They benefit from attending specific courses based on their interests, areas for development and children's needs. For example, staff have attended training on outdoor learning, and practical ideas to support children's speech and language development.

Recruitment procedures are robust. The manager invites applicants in for a formal interview and play session, which allows staff to observe their interactions with children. Along with suitability checks and written references, this ensures that staff are suitable to work at the setting. All staff complete an induction period which enables them to become

familiar with their role and gain a good knowledge and understanding of the settings policies and procedures. Overall, the manager has a very good relationship with her staff.

The manager understands her responsibility on meeting the learning and development requirements of the Early Years Foundation Stage. She checks that planning and assessment is accurate and effectively monitors and tracks children's development to ensure all children are making progress. Additionally, on a daily basis, the manager talks to staff at the end of each session. She uses this time to discuss with the staff children's progress, evaluate activities and to discuss their ideas for future planning. The manager also asks staff to tell her if there are any training courses they would like to attend or any areas they may need help with. In addition to this, staff have an annual appraisal which is carried out by the chair of the committee. The manager and staff effectively monitor their practice and use the self-evaluation form as a tool to do so. They are able to highlight areas for improvement and support that is needed and discuss these with the committee.

The setting have good relationships with additional settings and carers. Staff share development folders for children who attend additional settings such as nurseries. Staff also share next steps in learning between key persons, which ensures a consistent approach to learning for all children. The setting has effective relationships with local schools. The key persons visit the schools and the reception class rooms to discuss how they can support the children in preparation for school. The manager invites teachers into the setting to observe the children, which provides them with a knowledge and understanding of their interests.

The staff have a very good relationship with the parents. They make themselves available at the beginning and end of each session to discuss any queries the parents may have. Newsletters are emailed every half term, which inform them of up-coming events, fundraising days, specific requests and a general overview of what their children will be doing. Parents are happy with the care their children receive. They comment that the staff are attentive and pay a real interest in their children and what they are in to, which helps them to settle quickly. They comment on how well their children are developing with their speech and language and that staff constantly talk to their children.

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

Unique reference number	122646
Local authority	Surrey
Inspection number	840421
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	31
Name of provider	Leigh Lollipops Nursery Committee
Date of previous inspection	20/01/2009
Telephone number	01306 611381

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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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