

Lollipop Tree Nursery

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



Inspection date

3 November 2017

Previous inspection date

24 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff soon establish effective partnerships with parents. They are quick to obtain the information they need to plan appropriate activities that captivate children's interests and help them feel confident in the setting.
- The manager works very effectively with parents and other agencies, such as the local children's centre and health visitors. She ensures that families receive the help they need and that staff promptly address any slow starts or delays in children's learning.
- Staff skilfully promote children's understanding about how to keep themselves safe and manage small risks. For example, children engage in physical challenges, such as climbing, and they build and practise balancing on obstacle courses.
- Staff effectively support children as they learn to manage their feelings and adapt their behaviour to different social situations. Children learn to take turns and negotiate with each other. Older children are kind to their friends and play cooperatively together.
- Staff consistently model good and more complex language throughout the day. Children become effective and polite communicators who speak clearly and communicate well.

It is not yet outstanding because:

- Monitoring does not precisely support staff to be sure that all children reach their highest levels of achievement.
- Staff do not make the most of opportunities that arise to build on children's critical-thinking skills, particularly for those children already exceeding developmental expectations.

What the setting needs to do to improve further

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

- strengthen monitoring systems further to provide an even sharper focus on supporting high-achieving children to make the best levels of progress possible
- help staff to more consistently recognise and use the opportunities children present to build on their critical-thinking skills.

Inspection activities

- The inspector observed, listened to and talked with children as they played indoors and during outdoor play.
- The inspector talked with parents and listened to their views about the nursery and their children's progress.
- The inspector looked at children's records, discussed staff's planning and evaluation of activities, and how they exchange information with parents.
- The inspector reviewed records and procedures relating to safeguarding and risk assessment, and discussed a range of other procedures relating to children's welfare with the manager.
- The inspector observed care routines and completed a joint observation with the manager. Together they discussed how staff training had contributed to children's learning and development.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of the leadership and management is good

The manager has a clear vision for the nursery and continues to drive forward improvements to raise outcomes for children, such as providing more stimulating outdoor learning areas for children who prefer to play outside. The manager successfully uses her good knowledge of how young children play and learn to equip, prepare and promote all areas of children's learning and development. She coaches, supports and works closely with staff, who are skilled and effective in supporting and uniting families from a very diverse community. Safeguarding is effective. The manager checks and extends staff's knowledge of child protection procedures. Staff have a secure understanding of how to respond to any concerns about a child's welfare.

Quality of teaching, learning and assessment is good

Staff make good observations and timely assessments of children's progress. They quickly identify the next steps in children's learning and share these with the parents. For example, young children thoroughly enjoy working out how to balance conkers they have collected on a pair of weighing scales. Staff extend children's understanding of such concepts to other contexts. For instance, children enjoy helping to weigh and measure the correct amount of ingredients to make play dough. Staff effectively promote children's understanding of quantity and numbers across different situations. For example, children thoroughly enjoy singing rhymes and matching speckled frogs to numbers on a log.

Personal development, behaviour and welfare are good

The experienced staff competently provide security and continuity in care for new two-year-olds. Children quickly settle and gain the confidence to explore new areas of the nursery, indoors and outdoors. Staff are very attentive and responsive to individual children's needs, such as during nappy changes and nurturing new skills at mealtimes. Staff sensitively support children's early listening and communication skills. For example, they use a range of strategies, including colourful and clear illustrations, to provide further visual cues to support early language skills. Children listen well and thoroughly enjoy singing together around the piano. They tunefully sing whole verses of rhymes with great enthusiasm.

Outcomes for children are good

Most children make good progress in their learning and, where progress is slower than expected, children receive more help from other services. Young children with delayed starts quickly catch up with their friends and are confident to start school, demonstrating good language and social skills. Children in receipt of additional funding benefit from the sharp focus staff place on their specific needs and gain the skills they need to start school self-assured and ready to succeed. Older children thoroughly enjoy pretending to write for a purpose, such as when they prepare menus or take orders in their imaginary restaurant. All children are well prepared emotionally for their moves to school. They are curious and eager to learn.

Setting details

Unique reference number	EY345428
Local authority	Surrey
Inspection number	1070848
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	19
Name of registered person	Kate Stevens
Registered person unique reference number	RP513983
Date of previous inspection	24 September 2014
Telephone number	01252820990

Lollipop Tree Nursery opened in 1975 and re-registered in 2007. It operates from Brambleton Hall, in Farnham, Surrey. The nursery operates each weekday, during term time, from 9am to 12.30pm on Mondays and Fridays and from 9am to 3pm on Tuesdays, Wednesdays and Thursdays. It receives funding for the provision of free early education for children aged two, three and four years. There are six staff working with the children, four of whom hold appropriate qualifications at level 3 and one holds a qualification at level 2.

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