

Inspection date

18 January 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- The manager supports staff effectively to work well together as a team and promote children's learning through their play. For example, they have regular staff meetings to discuss the effectiveness of activities and how to support children's interests further.
- Children enjoy exploring the inviting playroom and settle quickly. They form positive relationships with the friendly, welcoming staff and develop good emotional well-being.
- The manager implements a robust recruitment and supervision process and encourages staff's professional development. For example, staff have completed training about the characteristics of effective learning. This has helped them recognise and support children's individual learning styles more effectively.
- Parents speak highly of staff and say their children are making positive progress. Staff liaise regularly with parents and other providers involved in children's care and learning, to provide a consistent approach to support their specific needs.
- Staff plan a wide variety of exciting activities that helps to motivate and encourage children to learn through their play. Children make good progress.

It is not yet outstanding because:

- Staff do not consistently engage children's listening and attention skills well within some group activities to fully support their concentration and enjoyment of stories and songs.
- Although staff supervise children well, they miss some opportunities to help children understand possible risks in the outdoor play area and learn to negotiate space safely when using the ride-on toys and bicycles.

What the setting needs to do to improve further

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

- review the organisation of some group activities to consistently support all children's concentration and enjoyment of stories and songs
- provide more opportunities for children to identify possible risks and develop their understanding of keeping themselves and others safe in the outdoor play areas.

Inspection activities

- The inspector observed children's interactions in play indoors and outdoors.
- The inspector viewed documentation, such as operational policies, procedures and required records, including those for suitability.
- The inspector undertook a joint observation of an activity with the manager and discussed children's learning and development.
- The inspector took into account the written and spoken views of parents.
- The inspector discussed self-evaluation with the manager.

Inspector

Mary Daniel

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff understand their responsibility to protect children's welfare and know the procedures to follow to report any concerns. The manager actively supports staff to reflect on their practice and make continual improvements. For example, she has worked with staff to plan activities flexibly and support children's interests more successfully. In addition, staff have reviewed the layout of the playroom and organised toys and resources more effectively to give children a wider variety and choice of play. The manager continually monitors children's development in liaison with staff and parents. For instance, they regularly discuss children's achievements and assess their progress to help identify where additional support may encourage their learning further.

Quality of teaching, learning and assessment is good

Staff encourage children's language skills effectively. For instance, younger children start to put two and three words together and older children repeat the familiar refrains of a favourite story. Staff support children's understanding of the world well. For example, children learn about technology and use cameras to take their 'photos' or toy mobile phones to 'ring' their friends. Children are curious and learn through their exploration and investigation in play. For instance, they make a 'mini volcano' pumpkin and mix baking powder and vinegar to make this erupt. Children work out how to use a bubble wand to blow a stream of bubbles and watch with fascination as these float away in the wind. Staff actively promote children's imagination and creativity. For example, children concentrate well cutting paper and using stickers to make a colourful picture. They make staff a meal of 'pasta and rice' and like dressing up as superheroes or princesses.

Personal development, behaviour and welfare are good

Staff support children's good health and physical well-being effectively. For example, children develop positive attitudes to eating well and like making meals, such as chow mein, leek and potato soup or fruit smoothies. Staff actively encourage children to enjoy exercise. For instance, children learn simple yoga movements to stretch and gain control of their bodies. They excitedly follow the actions from a favourite song and lift their legs up high or jump like a rabbit. Staff act as good role models and help children understand the importance of their 'golden' rules', such as to use kind hands and walking feet.

Outcomes for children are good

Children gain the necessary skills to support their move to school. For example, they develop good independent personal care, such as putting on their coats to go outside, washing their hands and brushing their teeth. Children enjoy learning about numbers, letter sounds and shapes. For instance, they confidently tell a visitor that 'j' is for 'jumping' and 'e' is for 'elephant'. They recognise numbers in the environment and those of personal significance, such as their age. Children start to design and work out practical problems, for example, they use lollipops sticks to make their own model of a marble run.

Setting details

Unique reference number	EY490906
Local authority	Poole
Inspection number	1022659
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 8
Total number of places	26
Number of children on roll	19
Name of registered person	Linda Mary Priest
Registered person unique reference number	RP516982
Date of previous inspection	Not applicable
Telephone number	07809655574

Lollipops pre-school re-registered under new ownership in 2015. It is situated in Poole, Dorset. This privately owned pre-school is open on Monday, Tuesday and Thursday from 9am until 3pm and on Wednesday from 9am until midday, term time only. The pre-school is in receipt of funding to provide free early education for children aged two, three and four years. There are four members of staff. The manager holds early years professional status, the deputy holds a degree in early years, and two staff hold qualifications at level 3.

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