

Inspection date	18 January 2018
Previous inspection date	25 September 2017

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Arrangements to monitor and evaluate the setting and the quality of staff's practice are not effective. The provider does not identify all staff's training needs to help them to improve their teaching skills to consistently extend children's learning. The quality of teaching is weak and staff do not help children to make sufficient progress.
- The provider has failed to implement all the actions raised at the previous inspection. She has not addressed weaknesses in the assessment of children's progress swiftly enough to help identify and address any gaps in their learning. Staff still do not accurately identify children's next steps in learning or effectively plan to support their individual needs.
- The manager and staff do not provide children with appropriate challenges in their learning. They do not build on what children already know and can do to extend their thoughts and ideas.
- At times, staff busy themselves with tasks leading to unnecessary noise during learning opportunities, such as in story sessions. This hinders children's learning, as they become distracted when they are not able to hear the reader and join in effectively.

It has the following strengths

- Partnerships with parents are positive. Parents find staff friendly and helpful. Parents are provided with information about their children's day and have opportunities to be involved in their children's learning.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ improve the supervision of staff to provide them with effective support, coaching and training to raise the quality of teaching and outcomes for children effectively	23/02/2018
■ improve how monitoring is used to assess children's ongoing progress, to identify and close gaps in their learning and to enable staff to plan precisely for the next steps in each child's learning	23/02/2018
■ improve the organisation of activities and routines to fully engage and challenge children to meet their individual needs.	23/02/2018

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector discussed children's play, learning and progress with the provider.
- The inspector spoke with the provider, staff, children and parents at appropriate times.
- The inspector held a meeting with the manager. She looked at relevant documentation, training records and evidence of the suitability of staff working in the setting.
- The inspector sampled children's development information and records.

Inspector

Maura Pigram

Inspection findings

Effectiveness of the leadership and management is inadequate

The provider has not shown sufficient capacity to improve since the last inspection. She has not ensured that all learning and development requirements are met. The provider and her staff do not always assess children's progress accurately enough to help identify gaps in learning. Consequently, planning for the next steps in each child's learning is not precise. The provider is aware of this weakness, and she and her staff are working with external agencies to improve this and the overall quality of the provision. Since the last inspection, staff have increased their knowledge about current safeguarding issues. Safeguarding is effective. The provider understands her role in ensuring all staff have up-to-date knowledge about how to protect children's welfare. Staff now know procedures to follow if they are concerned about children being at risk from extreme views. The provider uses safe recruitment procedures. She carries out checks to ensure that staff are suitable to work with children and induction procedures are followed. This helps new staff to be familiar with some of their roles and responsibilities. Ongoing support for all staff is informal. It is not sufficient in helping staff to review their teaching skills and to identify training needs. Risks assessments are completed to help ensure children are safe.

Quality of teaching, learning and assessment is inadequate

Staff do not use their knowledge about children to plan activities that match their individual needs. For example, although staff gain information from parents when their children first start, and do some observations of their progress, they do not use this effectively to check that children are continually developing for their age and abilities. Children enjoy imaginative play, sharing books and the story sessions. However, at times, these sessions are interrupted by staff dragging tables to another part of the hall in preparation for lunch. This noisy environment hinders children's learning experiences. Children enjoy the creative activities, such as painting and sticking. They become excited when they are told that they will do sponge painting. However, the organisation of this takes a long time and is poorly managed to fully engage and challenge older and most-able children. At times, activities are too adult-led. Staff do not always give children an opportunity to express their creativity. For example, when making an item, a staff member directed a child where to place items on their creations.

Personal development, behaviour and welfare are inadequate

Staff do not provide enough purposeful activities to help children to become independent learners. This has a negative impact on their readiness for school. For example, at times, the lack of purposeful planning means that older children are left to engage in physical play of their own. They boisterously run up and down the hall, shouting instructions to each other, while staff are busy with other duties. This upsets younger children who may be in their way and they become tearful. Staff attend to them, offering support and words of comfort. However, the boisterous running games continue with no explanations provided to the older children about being mindful of their younger friends. Staff help children with their care needs and encourage them to eat well. Children enjoy physical activity, such as building obstacle courses. Visits to the library and parks, for example, help children to learn about how to keep safe when outdoors.

Outcomes for children are inadequate

Weaknesses in leadership and management, particularly in the poor quality of assessment and teaching, mean that children do not receive the support they need to make the best possible progress to be ready for school. Children are not engaged in purposeful play. They do not learn to follow the rules and boundaries, such as being mindful of others when running around. Children do not develop suitable concentration skills as activities are not matched to their needs and abilities.

Setting details

Unique reference number	EY254963
Local authority	Surrey
Inspection number	1115402
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	17
Name of registered person	Elizabeth Ann Lyons
Registered person unique reference number	RP513955
Date of previous inspection	25 September 2017
Telephone number	01428 643069 or 07837062617

Lollipops nursery registered in 2003 and is privately owned. The nursery operates from the Methodist Church Hall in Haslemere, Surrey. It is open on Mondays, Wednesdays and Fridays from 8.45am to 11.45am, and on Tuesdays and Thursdays from 8.45am to 3.30pm, during term time only. Four staff work directly with the children, three of whom hold appropriate qualifications at level 3.

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