

# Lottie & Ollie Ltd

2 Willow Parade, Front Lane, Cranham, Essex, RM14 1DY



## Inspection date

15 March 2018

Previous inspection date

6 February 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Leaders and managers implement an excellent key-person approach. All children have a consistent key person to nurture them. They effectively oversee children's well-being and early education from the time they start until they leave to move on to school.
- All children progress well from their starting points. Staff monitor children's individual progress well. They identify and support those that need additional help to catch up.
- Children's behaviour is good. Staff help them to understand how their behaviour affects others' feelings. Children are kind to each other, polite and respectful.
- The manager evaluates the setting well. She identifies training to update her own and staff's knowledge, and makes changes to the nursery provision that benefit children.
- Staff plan well for children's interests and provide a wide range of activities that engages and motivates children to learn.
- Children have good imaginations and enjoy dressing up. They use what they know from their home experiences and build on this in their play.
- Staff's interactions with children are good. They encourage young children's exploration and help to extend their thinking and ideas.

### It is not yet outstanding because:

- The leadership and management team does not monitor groups of children's progress accurately enough to identify the less obvious gaps in teaching and learning precisely.
- Staff do not sufficiently challenge the older and most able children to extend their early literacy skills. For example, some children confidently name and know the sounds of letters but staff do not build on this to help them blend the sounds to read words.

## What the setting needs to do to improve further

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

- monitor groups of children's progress more accurately to identify precisely the less obvious gaps in teaching and learning
- challenge the older and most able children to build on their early literacy skills.

### Inspection activities

- The inspector observed the interaction between staff and children.
- The inspector looked at a sample of documentation, including staff's suitability documents; staff's qualifications, including first aid, and children's development records.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector held discussions with two parents by telephone and reviewed other parents' contributions to their children's development records.
- The inspector spoke to staff about their knowledge of protecting children's welfare to keep them safe.

### Inspector

Ruth George

## Inspection findings

### Effectiveness of the leadership and management is good

The leadership and management team uses robust recruitment procedures to ensure the suitability of the staff. It implements a thorough induction to help staff understand their roles and responsibilities. The leadership and management team identifies ongoing training that helps senior staff to carry out their roles, such as lead officers for safeguarding. All staff have a good understanding of all aspects of safeguarding and know how to protect children's welfare and keep them safe. Safeguarding is effective. The leadership and management team evaluates practice well. For example, it has helped staff to reflect on the daily routines, improving their interactions with children.

### Quality of teaching, learning and assessment is good

Staff assess children's achievements well and identify where they require extra help to catch up with their peers. Babies enjoy the company of their key persons who encourage them to explore. They investigate toys, working out how to push buttons and put puzzle pieces into slots. Staff describe what children are doing and ask them questions to help extend their thinking. Children become confident communicators. They enjoy listening to stories and singing songs. Staff plan exciting activities that build on their interests. For example, children used prepared props to re-tell a story. They used their fingers to walk through grass, mud, water, a forest and snow and peered into a dark, dark cave, looking for a bear. Staff help children understand a range of mathematical concepts. Older children count and sort groups of objects by size and colour.

### Personal development, behaviour and welfare are good

Staff welcome children on arrival. All children settle quickly and explore the environment readily. The warm exchanges between key persons and parents are very beneficial in the settling-in process and ongoing relationships. Regular chats with parents and interaction through an online program provide good information, to help extend children's learning within the setting and at home. Staff speak to children respectfully, providing a narrative of their positive behaviours, such as 'thank you for sharing'. They encourage children's independence. Staff help children learn from a young age to feed themselves and teach them about the benefits of healthy choices. Children know that drinking milk makes your bones and teeth strong.

### Outcomes for children are good

Children build good relationships with staff and become firm friends with their peers. Babies explore the environment confidently, developing physical skills as they sit, stretch, crawl and stand. Two-year-old children help to prepare activities with staff. Children use a range of utensils to make marks, which prepares them for early writing. They use brushes to mix and make patterns in cereal, paint and glitter. Older children have a good grasp of mathematics. They add on one more and make simple calculations, such as two plus three equals five. Children's behaviour is good. They learn to share and respect each other. All children learn a good range of skills that prepares them for future learning.

## Setting details

<b>Unique reference number</b>	EY467265
<b>Local authority</b>	Havering
<b>Inspection number</b>	1069636
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	31
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Lottie & Ollie Limited
<b>Registered person unique reference number</b>	RP910191
<b>Date of previous inspection</b>	6 February 2014
<b>Telephone number</b>	01708572338

Lottie & Ollie Ltd registered in 2013. The nursery is located within the London Borough of Havering in Cranham, Essex. It is open each weekday from 7.30am to 6.30pm for most of the year, closing for two weeks at Christmas. The nursery receives funding to provide free early years education for children aged two, three and four years. The nursery employs 12 members of staff. Of these, the manager and four staff hold an appropriate early years qualification at level 3 and two staff hold a qualification at level 2.

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