

# Inspection of Lollipops Nursery On The Common

Widemarsh Children's Centre, Hereford, Herefordshire HR4 9QG

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Inspection date: 29 July 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children arrive at the nursery happy and eager to begin their play. They are familiar with daily routines and choose from a wide range of activities and resources on offer. Children access stimulating sensory experiences set up by staff. Babies excitedly explore a sensory tray filled with crunchy cornflakes and soft, green spaghetti. They reach forward to grasp familiar animals. Staff support babies' emerging speech. They introduce key words, such as the names of animals. Staff encourage and praise babies as they become more confident to explore. Young children use their imaginations well. They use musical instruments as they pretend to be in a band. Staff support children's early writing skills. They encourage them to create a ticket for visitors. Children go 'on tour' as they take their instruments outside. They pretend to stand on a stage and show great physical control as the jump off, landing on both feet. Children behave well. They successfully manage their own behaviour. Children remain focused and listen to staff, even when they are very excited. Older children are highly independent. They select the foods they would like to eat and help staff to prepare this. Older children skilfully spread butter onto their crackers and pour their own drinks.

## What does the early years setting do well and what does it need to do better?

- Children throughout the nursery develop a love of books and stories. Staff plan activities around children's favourite books. This supports children to become familiar with the story, while developing skills in other areas of learning. For example, children look at the colours and patterns of a tiger's fur and have opportunities to make tea, just like the characters in the story.
- Staff support children's mathematical development well. They skilfully plan small-group activities around children's interests to extend and challenge their thinking. Children learn that numbers are represented in different ways. For example, as spots on the face of a dice or as a written numeral. Older children display one-to-one correspondence as they impressively count to nine, adding two numbers together. They hold a marker and confidently have a go at writing their given number on the whiteboard.
- Staff build strong partnerships with parents. They effectively share a wide range of information about children's learning and progress. Staff seek information from parents about children's learning at home, so they can support this when children are at nursery. Parents speak positively about the kind and caring staff team. They value the wide range of activities on offer at the nursery and express their gratitude for staff's support with developmental milestones, such as potty training.
- Children learn about people in the wider community. Following the children's interest in people who help us, the manager arranged for police officers and paramedics to visit the nursery and speak to the children about their role. Skilled

musical professionals are also invited into the nursery to lead group music sessions. Children thoroughly enjoy these sessions and develop an awareness of rhythm as they listen to and play percussion instruments.

- Children display a strong sense of belonging at the nursery. Each day, children come together for a circle time where they can greet their friends and sing songs. However, at times, the organisation of these activities does not always support children's focus and engagement. For example, staff organise a song and rhyme activity for babies at the same time as young children begin their circle time. Increased noise levels in the immediate environment makes it more difficult for children to fully focus and get the most from their learning experience.
- Staff work closely with external professionals to ensure children who need extra support continue to make good levels of progress. They swiftly identify delays in development and refer children for specific interventions, such as speech and language therapy.
- Managers work closely together to reflect on the service they provide. They have an accurate overview of the nursery's strengths and some areas that they would like to develop. Following staff appraisals, they have identified a number of professional development opportunities to support staff's practice. However, they are yet to action these, to further improve the quality of teaching and raise it to an outstanding level.

## Safeguarding

The arrangements for safeguarding are effective.

Managers understand their responsibilities to safeguard children. They complete regular safeguarding training and discuss safeguarding case reviews with staff to ensure they have the required knowledge to recognise a potential concern. Staff can identify the indicators of abuse and neglect, including the signs children may display if exposed to extreme views and behaviours. They are confident about what to do in the event of a concern about a child, or the conduct of a colleague. Staff ensure the nursery environment is safe and secure for children to play. The manager carries out daily indoor and outdoor risk assessments to minimise potential hazards.

## What does the setting need to do to improve?

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

- review the organisation of group times to fully support children's focus and engagement
- embed the existing programme for staffs' professional development to support them to enhance their skills and raise the overall quality of teaching to an outstanding level.

## Setting details

<b>Unique reference number</b>	2505267
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	10194405
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	69
<b>Name of registered person</b>	Lollipops Nursery and Creche Limited
<b>Registered person unique reference number</b>	RP532389
<b>Telephone number</b>	01432 507210
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Lollipops Nursery on the Common registered in 2018 and is located in Hereford. The nursery is open from 7am to 6pm, Monday to Friday, all year round. It is closed on bank holidays and for one week between Christmas and New Year. The nursery employs seven staff. All hold appropriate early years qualifications from level 2 to level 6. One member of staff holds qualified teaching status. The nursery is registered to accept funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Holly Smith

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with managers and has taken that into account in her evaluation of the setting.
- The manager and inspector completed a learning walk to discuss the setting's curriculum.
- The manager carried out a joint observation of an activity with the inspector and evaluated the quality of teaching and learning taking place.
- The inspector spoke to staff, children and parents at appropriate times during the inspection and took account of their views.
- The inspector sampled a range of documents, including staff qualifications and suitability checks.

We carried out this inspection 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.

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