

Inspection of Squiggles (Lollipops) Cheshunt

Millbrook Primary School, Gews Corner, Cheshunt, Waltham Cross EN8 9BX

Inspection date: 15 December 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive happily at the setting, and they are greeted by familiar, caring staff. They settle quickly and make choices about where they would like to play. Children form warm, secure and trusting relationships. They are confident and thoroughly enjoy their time together with the adults and their friends.

The staff team has created a rich and inviting environment, both inside and outside. This provides children with a broad range of resources and activities. These are adaptable and provide learning for young children while challenging the most able children. Children can easily select the toys they want to use from low-level shelves. They move confidently between play areas. Staff know the children very well and understand their individual interests and learning styles. Children are curious and excited to explore the resources, and they show good levels of engagement. For example, when wrapping up their own presents, they use scissors to cut up wrapping paper and skilfully pull off sticky tape to secure their parcels.

The manager regularly reviews the quality of the curriculum she provides. Through her reflective practice, she has made worthwhile improvements. For instance, when children lose interest in an area or activities, she moves the environment around to re-engage the children and keep the environment exciting and interesting.

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

- The manager and staff are committed to providing the best possible care and education for children. They plan a broad and exciting curriculum that supports children effectively to make good progress from their starting points and develop the skills they need for future learning.
- Staff use positive praise to build children's self-esteem and help children as they learn how to deal with minor conflicts. Staff encourage children to use their words to describe what they want or need. Staff offer support to younger children, providing solutions and compromises where needed. Children are aware of the rules and boundaries and are respectful of their friends and the staff.
- Staff promote children's good health. They support children during toilet training. Children help themselves to healthy snacks and drinks. They have opportunities each day to play outside in the fresh air. Staff work in partnership with parents to promote a culture of well-being.
- There is a robust key-person system in place. Staff know the children exceptionally well. Children settle very quickly and build secure relationships with staff. Children who speak English as an additional language are supported well. Staff work in partnership with parents to obtain key words in home languages to ensure that they can meet children's individual needs. Children learn to

communicate quickly and are confident to express their needs.

- Staff support children's emerging communication and language skills well. Staff continuously introduce new vocabulary as children play, and they use repetition to reinforce children's understanding.
- Parents appreciate the care and time taken by staff to provide feedback using a range of methods, both verbally and online. Parents are encouraged to be involved, for instance, through questionnaires, parent meetings and home-learning opportunities.
- Staff provide engaging opportunities for children to practise their mark making and develop early writing skills. Children comfortably access a range of mark-making tools in many ways, for example, by writing their Christmas lists to Santa and practising writing their names on their artwork.
- The manager is a good role model. She ensures that all staff are actively involved in the development of the setting, and together they agree on the focus areas to be worked on. Staff meet daily to share ideas and reflect on practice. They have clear areas of responsibility and attend additional training. They comment that they feel they can go to the manager for support.
- Staff have a good understanding of how to support children with special educational needs and/or disabilities. They sensitively discuss children's needs with parents and offer strategies and support. Staff provide targeted support to enable all children to make good progress. However, there are occasions when staff do not plan these activities effectively, which results in children becoming frustrated and disengaged.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of their responsibilities to keep children safe. Staff are appropriately trained in child protection procedures and paediatric first aid. They have a secure knowledge of wider safeguarding issues and know the procedures to follow should they have any safeguarding concerns. The manager and staff make the most of links with other agencies to ensure that they know about local safeguarding issues and attend additional training, such as the 'Prevent' duty and female genital mutilation. The premises are safe and secure. Effective staff deployment means that all children are well supervised and cared for.

What does the setting need to do to improve?

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

- plan targeted activities in a way that ensures children benefit fully and remain highly focused.

Setting details

Unique reference number	2600194
Local authority	Hertfordshire
Inspection number	10251555
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	35
Number of children on roll	17
Name of registered person	Lollipops Cheshunt LTD
Registered person unique reference number	2600192
Telephone number	07885426220
Date of previous inspection	Not applicable

Information about this early years setting

Squiggles (Lollipops) Cheshunt was registered in August 2020. It is a private nursery that operates from a building in a primary school. The nursery is situated in Cheshunt, in the borough of Broxbourne, Hertfordshire. The nursery employs three members of staff, two of whom have appropriate early years qualifications at level 3 and one at level 2.

Information about this inspection

Inspector
Hilda Miller

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 the manager and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the manager to understand how the early years provision and curriculum are organised.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector and the manager completed a joint observation.
- Discussions were held throughout the inspection with the manager, staff and children.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The views of parents were taken into consideration by engaging in discussions with them.

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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