

# Lollipops Nursery School & Crèche

Inspection report for early years provision

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**Unique reference number** EY311830  
**Inspection date** 18/02/2009  
**Inspector** Deborah Ball

**Setting address** 67 Newtown Road, Hereford, Herefordshire, HR4 9LJ

**Telephone number** 01432 342119

**Email**

**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

Lollipops Nursery School and Crèche is a privately owned nursery that was registered in 2005. It operates from recently refurbished premises in the city of Hereford. Children have access to seven rooms on two levels and there is a fully enclosed area available for outdoor play. The building has ease of access, with toilet facilities located on both floors.

The nursery is open Monday to Friday from 07:00 to 18:00 all year round and children are able to attend for a variety of sessions. A maximum of 86 children may attend the setting at any one time. There are currently 202 children attending who are within the Early Years Foundation Stage (EYFS). The setting is in receipt of nursery education funding and is registered by Ofsted on the Early Years Register.

The nursery supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language. There are 24 members of staff who work with the children, 23 of whom hold appropriate qualifications and experience in early years education. One member of staff is currently working towards an appropriate qualification. The setting receives support from the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. All families are warmly welcomed into the child-orientated setting by friendly, approachable staff who demonstrate a genuine commitment to inclusion. Children are settled, happy and relaxed, as they are highly respected and valued as unique individuals by staff who have a good understanding of how to meet their diverse needs. Practitioners provide the children with a stimulating learning environment and suitably plan a variety of meaningful activities for them to enjoy. Children are making very good progress in their learning and development and there are good working relationships in place with their parents and other agencies. Systems to monitor and evaluate the effectiveness of the provision are currently being developed and the staff are beginning to use their self-evaluation to identify areas for improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the self-evaluation system further to ensure the key strengths and weaknesses are identified in all areas and enables continuous improvements to be made.

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain the name and address of every parent and 18/03/2009

carer who is known to the provider and which parent or carer the child normally lives with (Documentation).

## **The leadership and management of the early years provision**

The proprietor and staff work well together as a team to promote children's welfare, learning and development and a positive, happy atmosphere is prevalent throughout the nursery. Staff recruitment, vetting and induction procedures are robust and all staff have a clear understanding of their roles and responsibilities. The staff are appropriately qualified, experienced and highly motivated to develop their professional childcare practice through ongoing training. Regular staff meetings and staff appraisals mean that each member of staff is able to share their ideas, opinions and thoughts about the running of the nursery. Support and guidance from the local authority mentors and advisors is readily accessed. The setting's strong commitment to improvement enhances many aspects of the provision. Remodelling inside and outside the building has recently created a much-improved care environment that significantly enhances and extends children's learning and development. Recommendations made at the last inspection have been addressed and systems to monitor and evaluate the effectiveness of the provision are currently being developed.

A comprehensive range of written policies and procedures, required for the safe and efficient management of the setting, are consistently implemented by staff to promote children's health, welfare and safety. Children's individual records are frequently reviewed to ensure their care needs continue to be met. However, initial information obtained by the nursery does not include written details of the name and address of every parent and carer who is known to the provider and who the child normally lives with, though this information is obtained verbally. The arrangements for safeguarding children are robust, regularly reviewed, carefully managed, and clearly understood by those who work with children. Effective procedures are in place for identifying and supporting any child at risk of harm and liaising with the appropriate child agencies. Staff access training to fully support this aspect and have detailed policies and procedures that they can follow if they have any concerns.

Partnerships are well established and ensure each child's needs are fully met. Through being made very welcome, parents and carers develop a good rapport with staff and indicate that they are confident to express their views on the provision. For example, some parental comments were that they appreciate the happy, family atmosphere, the opportunities for outdoor play, the level of security and the fact that staff know all the children well. Parents are kept well informed and so are fully involved in their children's early learning and development. For example, they access their child's journey which details their progress in relation to the EYFS. There is a very good two-way flow of information, knowledge and expertise between all involved with children's learning, development and welfare. Adults have a thorough knowledge of each child's background and needs and support families in a sympathetic, caring and sensitive manner. Staff are prompt at

identifying a child's need for additional support and systems support information sharing with colleagues, parents and, where appropriate, interagency teams to ensure that each child gets the support he or she needs.

## **The quality and standards of the early years provision**

Children are valued as unique individuals and are fully supported by practitioners to enjoy experiences to their fullest extent. Staff interaction with the children is lovely, with lots of praise and encouragement given for effort and achievement, which results in children being secure and settled. Good quality toys, equipment and resources are stored accessibly so that the children can exercise independent choice and decision-making throughout the day. Self-esteem, confidence and independence are very well promoted through the routines for child-initiated free play and specific adult-led activities which extend areas of development as appropriate. Systems for assessment work very well in identifying learning needs and staff are skilled and prompt at highlighting any issues to be addressed or threaded back into planning. The systems for supporting children with learning difficulties and/or disabilities are excellent and their needs are fully supported within the environment. This is largely attributable to the knowledge and skill of the staff who support them. Practitioners work closely with families and other professionals to ensure that children enjoy a secure, safe, exciting and individual learning experience in their earliest years.

Children relish opportunities to extend their learning and experience a wide range of activities in a supportive, caring and happy environment. Properties and textures of natural, manufactured and creative art materials are keenly explored by all children. For example, children explore, investigate and experiment with various textures and materials such as shaving foam, chocolate, soil, corn flour silk, ice balls, sand and dough. Babies particularly love the tactile experiences of exploring paint and glue with their tiny hands and fingers as they create their unique works of art. Further creative abilities are developed through musical activities, whilst the provision of good quality role play equipment encourages children's imaginative play. Children are enthusiastic and motivated as they dress up, acting out the roles of Eskimos catching fish to cook in the igloo or pirates following treasure maps in their ship. Information technology skills are being acquired by the children through using a range of programmable toys and computers. Children's curiosity is captivated as they operate the activity toys by pressing buttons or twisting knobs to find out how things work. Skills with simple tools and equipment are practised as children experiment with a range of items, such as, screwdrivers, magnifying glasses and writing implements. Children relish the opportunity to take 'Lulu' or 'Edward Bear' home, record how they have spent their time together and share this with their friends. Spontaneous and everyday activities are also used well to help the children develop good mathematical thinking, counting and problem-solving skills. Children become aware of the wider-world through discussions, themed activities and access to positive images in toys and resources. For example, they make shoe box gifts, donate toys and raise funds for an orphanage in Romania. Staff fully support children to become aware of the community they live in and to take part in this wider community, for example, performing the Christmas nativity in the local church and maintaining effective links with local

schools.

Good measures are in place to promote children's health and well-being as they are encouraged to eat nutritious meals and snacks, access drinks independently and adopt good personal hygiene routines. The provision for children to access fresh air and physical activity is strong and children relish the opportunities for being outside in the garden, going on trips to local attractions or simply taking a walk in the local area. The children take part in activities to grow plants in pots, explore the sensory garden, observe activity in the hedgehog house, explore role play and begin to learn about composting. There is a strong emphasis on caring and sharing, with staff using a positive, consistent approach to managing behaviour. As they learn to cooperate, show concern and play together harmoniously, children are developing good personal qualities, such as kindness and helpfulness, in addition to the social skills that will help to support their future economic well-being.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.