

Lollipops Pre-School

156a Stanley Green Road, POOLE, Dorset, BH15 3AH

Inspection date

Previous inspection date

17/09/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- Children arrive confidently and are eager to play. They quickly choose what they want to do and play with their friends.
- There is plenty of space for children to be active and play in the fresh air.
- Staff develop positive relationships with parents and regularly share information about their child's care and activities.
- Staff work closely as a team and understand their responsibilities to keep children safe and secure.

It is not yet good because

- Staff do not complete progress checks for children aged two years and children's next steps for learning are not always clearly identified and incorporated into the planning.
- Staff do not consistently extend children's learning with challenging resources and experiences.
- Children do not always have a key person allocated to them when they first attend to help them become familiar with a new environment and activities.
- Management has not fully developed effective self-evaluation and performance management processes to extend children's learning and develop staff qualifications.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector spoke with parents, management, staff and children at appropriate times throughout the inspection.
- The inspector sampled children's learning journals, planning documentation and a selection of policies and procedures and children's records.
- The inspector examined reports from the local authority and self-evaluation documents.
- The inspector completed a joint observation with the manager.

Inspector

Marilyn Joy

Full Report

Information about the setting

Lollipops Pre-school originally registered in 1999 and reopened in new premises in 2012. It is privately owned and operates from a Martial Arts and Fitness Centre, in Poole. Children have access to an enclosed outdoor play area. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to receive funding for the provision of free early education to children aged three and four years. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school opens from 9am until 3pm on Mondays and 9.15 until 12.15 Tuesday, Wednesday and Thursday. The pre-school employs six members of staff. There are two members of staff qualified to level 3 and one member of staff qualified at level 2.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure children's progress is reviewed between the ages of two and three years and provide parents with a written summary of their child's development in the prime areas identifying the child's strengths; areas where progress is less than expected and strategies of support to be provided
- ensure every child's learning is tailored to meet their individual needs by allocating a key person when children first attend, planning and providing resources and experiences that challenge them in all areas of their learning and taking advantage of planned and incidental opportunities to extend their learning as they play, both indoors and outdoors.

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

- strengthen self-evaluation and performance management processes in order to secure continuous improvement with children's learning and development and the qualifications of staff.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy the activities they are engaged in. Several children competently fit the train track together and manoeuvre engines around the shape they create. They visit the pretend hairdressers and brush the doll's hair. They look at books in the story den and fit puzzle pieces together. Staff join children in their play and engage them in conversations. In the home corner they encourage them to count the different foods. Some staff effectively extend children's learning by posing simple problems and asking them questions that make them think. However, staff do not always take advantage of practical opportunities to extend children's learning. For example, at snack time several children are keen to be involved in helping to get it ready. However, staff do not encourage children to work out how many plates they need even when a child suggests they need four. Instead, staff hand the plates out without counting the children and considering whether four is enough. Consequently, children's learning is not fully extended.

Sometimes children explore and express themselves freely with different mediums, such as sand, water and paint. However, these are not set out daily or provided on a rotational basis throughout the week. Consequently, children miss practical opportunities to extend their skills in all areas of learning, whether this is developing their physical skills as they practise using different tools, mathematical understanding of capacity as they fill containers with sand or communication skills as they talk about what they are doing. When craft materials are available children enjoy using them. Children create collages, experiment with finger painting and manipulate dough. Sometimes staff introduce craft activities during the session in response to children's interests. This is particularly beneficial because children learn when they are interested and involved. Staff encourage children well when exploring a mix of cornflour and water. Children concentrate as they experiment with the changing texture and when prompted by staff, begin to talk about whether it is runny or sticky.

Staff spend some time with children in small groups. They introduce activities linked to the 'Every Child a Talker' programme in order to encourage their language and communication skills. Several children who speak English as an additional language attend the setting. Staff talk to parents and find out about their cultural backgrounds so they can support their children in pre-school. Staff create displays so that children feel valued and they can learn about one another. Once children are settled staff provide satisfactory support to help them develop confidence with speaking English in preparation for school. Generally, staff monitor the progress children are making each term and identify their next steps in all areas of learning. However, arrangements for planning children's progression and daily activities are not always effective. Consequently, staff do not always provide children with challenging experiences that meet their individual needs. Overall, children experience activities in all areas but are not always fully extended to reach their potential. Management have some knowledge of the progress checks for when children are two years old, but have not completed them as required. Nonetheless, as staff generally monitor children's progression they are aware of when children need extra support. Staff link with the local authority if they have concerns about a child's development and develop strategies of support with them.

The contribution of the early years provision to the well-being of children

Overall, children arrive confidently and quickly choose what they want to do. This demonstrates how happy and settled they are. Resources are set out and staff are ready to support them if needed. There are plenty of toys available and staff decide each week what they want to set out. However, they do not always make sure there is enough to fully support children's learning in each area. For example, children do not always have opportunities to explore natural materials or experiment with writing and making marks outdoors.

Each child is allocated a key person who is responsible for liaising with parents and monitoring and promoting their learning. Generally, when children first attend the key person spends time gathering information from parents about their child's interests and their capabilities. In addition, the key person focuses their attention on getting to know them and building a strong bond with them. However, not all children are allocated a key person as soon as they attend because staff wait to see who the child wants to link with. Consequently, some children do not receive consistent support to help them understand the routines and participate fully in activities. Most children thoroughly enjoy song time and are very familiar with the words and actions. However, new children lose interest when they do not have the support of a member of staff.

Children play outdoors daily. They enjoy running around, riding the bikes and being active in the fresh air. They create a train from crates and then use them for balancing. There are balls to practise throwing and catching and fabric for making dens. Children develop skills in handling a range of different tools and equipment when digging in pots outside, making a collage indoors and spreading butter on their bread. Children learn about the importance of washing their hands at appropriate times. Staff remind younger children whereas older children are familiar with the routine and remember what to do. Children enjoy a nutritious snack, which includes fresh fruit and vegetables. Staff are aware of children's individual health and dietary requirements and make sure they follow these in the food they offer and care routines.

Children are safe and secure in the nursery because doors and gates are locked and staff check there are no hazardous materials they can harm themselves with. Sometimes staff talk to children about how they can care for their environment to make sure they stay safe. For example, staff explain to children about moving the waste bin so they do not trip over it. However, staff miss opportunities at other times. For example, when exercising to music staff do not check that the floor is clear beforehand or talk to children about making sure they have enough space. Consequently, staff do not extend children's learning by consistently helping them to understand what they need to do to stay safe. Children generally behave well. Staff encourage them to be polite and considerate by helping them to share and take turns. Older children become independent in caring for themselves. Staff help younger children to put on their coats at the end of the session and pour drinks at snack time. This helps them manage tasks for themselves in preparation for school.

The effectiveness of the leadership and management of the early years provision

Management and staff have an appropriate understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Staff have a sound knowledge of child protection issues and know what to do if they have concerns about a child in their care. Most of the required documentation is in place and completed appropriately. Children's records provide staff with the information they require to help them respond to health and welfare needs. Staff implement effective safety measures so that children remain safe and secure at all times. Management follow appropriate recruitment procedures to check staff are suitable to work with children. This includes an induction when they first attend so they are aware of their roles and responsibilities.

Management are keen to develop the quality of the provision. However, self-evaluation processes are not sufficiently robust to help them achieve this. Consequently, areas for further development are not always identified and action plans for improvement are not introduced. For example, staff set activities out each day but do not fully consider how they are promoting all areas of learning. Overall, the educational programme supports children to make steady progress. However, staff do not always fully extend children's learning or offer a wide range of different experiences indoors and outdoors. Consequently, children do not always receive enough challenge to reach their full potential. Staff monitor children's progression and discuss this with parents. However, they do not complete a progress check for children who are between the ages of two and three years, which is a breach of the requirements. Staff talk to parents about the progress their children are making but do not provide a written summary. Therefore, parents do not have clear information about the areas where their children are progressing well and areas in which additional support might be needed.

The manager organises regular staff meetings and annual appraisals to support staff with their work. She encourages them to attend training workshops in order to develop their skills and understanding. However, she does not regularly observe daily practice to help identify areas for staff development or consider ways to increase the level of qualifications in the team. The manager employs more staff than are required to meet the requirements for the numbers of children attending. This means there are plenty of staff to support children each day, although not all are qualified. Overall, there is a sufficient number of staff with early years qualifications to meet the requirements for the numbers of children attending each day.

Management and staff develop positive relationships with parents. They are satisfied with the information they receive and the opportunities to speak with staff daily. Parents comment on how happy and settled their children are. There is an informative notice board and newsletters to keep them up-to-date. Management liaise with other professionals and parents and attend meetings with the local authority to help support children with additional needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY443631
Local authority	Poole
Inspection number	886847
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	30
Number of children on roll	23
Name of provider	Kim Lacey
Date of previous inspection	not applicable
Telephone number	07823770756

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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