

<b>Inspection date</b>	20 September 2016
Previous inspection date	12 May 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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

- The newly appointed manager has worked tirelessly to raise standards in the setting following the last inspection. She has thoroughly evaluated practice and implemented clear action plans to effectively address identified weaknesses.
- The quality of teaching is consistently good. Staff find out what children can do and know, and use this information to plan purposeful activities. They interact with children skilfully and help them gain key personal, social and physical skills in readiness for school.
- Partnerships with parents, other local organisations, specialist staff and schools are good. They all work very well together to meet children's individual needs and support continuity in their learning and care.
- Children's behaviour is good. Staff calmly support children to help them think about their actions and start to learn how to deal with their feelings.
- Children benefit from the well-planned and stimulating learning environment. They are focused in their chosen activities and are keen, motivated learners.

### It is not yet outstanding because:

- Children have few opportunities to use real tools, utensils and natural materials, to help further build on their physical skills and their understanding of their world.
- The staff do not consistently explore further ways to provide parents with information on how they can increase the healthy lunch box options they provide.

## What the setting needs to do to improve further

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

- build on opportunities for children to use an even wider range of resources and equipment to help increase their physical skills and understanding of their world
- increase the range of information available to parents to help them reinforce healthy eating and healthy choices with their children.

### Inspection activities

- The inspector observed a variety of activities throughout the setting.
- The inspector undertook a joint inspection with the provider and manager and held discussions in relation to children's play, learning and progress.
- The inspector talked to parents, staff and children to gather their views.
- The inspector looked at a selection of policies, children's records and planning systems.
- The inspector discussed the pre-school's self-evaluation process with the manager.

### Inspector

Mary Vandeppeer

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff understand their responsibility to protect children. Staff are aware of how to provide a safe environment and know what to do if they are concerned about a child's welfare. They consistently use the newly devised policies and procedures to help them keep children safe. Management effectively monitors staff's practice and prioritises their professional development. They help staff identify where further training will benefit their practice. For instance, staff recently attended training to help them manage children's behaviour more effectively. Management and staff have high expectations of themselves and work very well as a team.

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

Management and staff use observation, assessment and planning systems effectively. They monitor children's progress from their starting points and plan for their individual learning needs well. Staff consider children's interests well and gather information from parents about what their children do at home. Staff provide a varied range of resources to build on children's creativity skills. For example, they learn how to mix different ingredients together to make their own moulding dough. Staff question children well and encourage them to use their thinking skills. Staff carefully consider where to place resources for children. For example, they make paper and pencils easily available so children can write lists and measurements as they act out different scenarios, such as being construction workers. This supports their early literacy and imaginative skills.

### Personal development, behaviour and welfare are good

Staff create a caring and nurturing environment where children develop their confidence and self-esteem. They enjoy talking to both staff and visitors and form positive friendships with other children. Staff carefully develop routines that provide children with many opportunities to be independent and gain self-care skills. For example, children prepare and serve their own snack and then tidy away their utensils. Staff build on children's awareness of healthy lifestyles. For example, children enjoy shopping at a local fruit and vegetable stall to buy the snack they want. Staff take children out every day, for example, to be physically active in the park, visit the library or other local amenities.

### Outcomes for children are good

Children are enthusiastic learners who excitedly engage in a range of interesting and challenging activities. They share and take turns well. Children are making good progress in their learning from their starting points. They develop good literacy skills. For example, they enjoy listening and joining in with favourite stories, and some also write and sound out the letters in their name. Children are acquiring the key skills they need for their future learning and are well prepared for school.

## Setting details

<b>Unique reference number</b>	EY477579
<b>Local authority</b>	Kent
<b>Inspection number</b>	1052391
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	35
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Lollipops Pre-school Ltd
<b>Registered person unique reference number</b>	RP903272
<b>Date of previous inspection</b>	12 May 2016
<b>Telephone number</b>	01322 291151

Lollipops Pre-school re-registered in 2014 and operates in Dartford, Kent. The pre-school is open on Monday to Friday between 9am and 3pm during term time only. The pre-school receives funding to provide free early education for children aged two, three and four years. There are four members of staff, of whom one holds a relevant early years qualification at level 3 and three at level 2. The pre-school also operates a creche service, where children may stay for up to two hours.

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