

Inspection of Lollipops Day Nursery Hoddesdon

Life Church, Rye Road, Hoddesdon, Hertfordshire EN11 0JB

Inspection date:

30 September 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The interactions between staff and children are variable in quality. Children play and staff talk and play with them. However, staff do not focus well enough on children's communication and language skills to build on what children already know and can do.

Children do enjoy their time at nursery. Babies spend time moving items in and out of pots. Toddlers build towers with bricks. Staff count as they do this, helping them gain some awareness of mathematical concepts. Older children demonstrate good levels of confidence as they choose activities they wish to play. They sit at a table and snip with scissors. They spend time tracing stencils to their satisfaction. Staff praise them for treating the resources with respect.

Babies jiggle and older children move their whole bodies, waving scarves about to music. This helps give children opportunities to express themselves. They also use felt-tip pens, paint and mould dough. This helps build up strength in their fingers. Children play in all weathers riding tricycles and scooters. Older children play counting games and excitedly run from each other.

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

- The well-qualified provider has a clear understanding of good quality practice and how to help develop staff's teaching. She regularly meets with staff to discuss how to improve their skills. However, in practice, teaching and the quality of interaction with children is variable. This means that children's learning is not sufficiently extended and challenged so that they make the good progress they are capable of.
- Staff do not focus well enough on children's communication skills. For example, they pick babies up without indicating what is going to happen first. Staff do not use a wide range of vocabulary for children to hear. Despite the provider demonstrating correct phonics teaching, not all staff follow this and some model the incorrect sounds for children.
- There are instances of good teaching. Staff help children work together to play cooperative games. The provider encourages children to fully complete activities. She looks at puzzle pieces shaped like a frog and labels the body parts. She then encourages the children to find the corresponding parts of their own body to compare.
- Children who speak English as an additional language do not receive opportunities to use their home language in the nursery. While they play happily, they sometimes miss cues to follow routines, such as washing hands.
- Established staff know children well while newer staff are still getting to know children. This means that information about what children already know and can

do is not always effectively used to support and extend children's learning.

- Following an incident that involved children's information leaving the nursery, the provider took instant action to ensure this does not happen again.
- Children are generally settled at the nursery. Staff comfort babies and they snuggle back in response. Older children happily enter nursery ready to play. If children become upset, they seek support from the adults in their room.
- The nursery operates a sugar-free food menu. The cook prepares nutritious and balanced meals. She works with parents for special celebrations so that children can enjoy healthy treats. This helps children and their families learn about food and consider making healthy choices.
- Leaders recognise the importance of staff well-being and development. They ensure staff complete mandatory training and that they are not inundated with paperwork duties. They look further ahead to improving qualification levels to help develop teaching skills over time.
- Parents are happy with the care the nursery provides. They value the two-way flow of information and feel confident leaving their children with the staff. Parents express how the leaders are supportive and flexible in their approach. They work together to make sure all children have opportunity to access their time and therefore, education at the nursery.

Safeguarding

The arrangements for safeguarding are effective.

All staff and the designated officers understand their responsibility to safeguard children. Staff know the signs and symptoms a child may be at risk of abuse or neglect, and that these need monitoring, such as when a minor concern may escalate. They know how to report concerns to relevant agencies and are aware of the procedure should they have a concern about a member of staff. The provider implements procedures to help ensure children are safe, for example, when an unknown person arrives to collect a child.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure the performance management programme helps staff to improve the quality of their interactions with the children	10/12/2021
ensure staff give children a language-rich experience to build on their communication skills	10/12/2021

work more closely with parents to provide opportunities to develop and use their home language in play learning in the setting	10/12/2021
help staff to use information about what they know about the children to ensure all children receive meaningful and challenging learning experiences that build on what they already know and can do.	10/12/2021

Setting details

Unique reference number	2577310
Local authority	Hertfordshire
Inspection number	10209535
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	0 to 4
Total number of places	48
Number of children on roll	61
Name of registered person	Lollipops Day Nursery Limited
Registered person unique reference number	2564861
Telephone number	07568 670945
Date of previous inspection	Not applicable

Information about this early years setting

Lollipops Day Nursery Hoddesdon registered in March 2020. The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 or above, including the owner/manager who also holds qualified teacher status. The nursery opens Monday to Friday, from 7.30am until 6pm, for 50 weeks of the year (closing for one week in August and one week in December), excluding bank holidays.

Information about this inspection

Inspector

Elke Rockey

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector and the provider carried out a tour of the nursery to discuss and understand how the early years provision and the curriculum are organised.
- The inspector observed activities indoors and outdoors and assessed the impact these have on children's learning.
- The provider and the inspector completed a joint observation.
- A meeting was held between the inspector and the provider. The inspector looked at relevant documentation, including the safeguarding procedures and evidence of the suitability of staff.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection and took account of their views.

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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