

# Inspection of Lollipops Pre-school Ltd

The Orchards, Dartford DA1 1DN

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Inspection date: 23 March 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 Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy, confident and settled at the pre-school. They are eager to join in with the motivating activities that staff plan for them. They enjoy planting herbs in the garden, such as scented lavender and rosemary, to develop their senses. Children are encouraged to complete their own tasks. They recognise their name and find their own belongings with confidence. Children are keen to learn about the natural world. For example, they are excited to watch their duck eggs hatch into ducklings. Children are polite and behave well. They build meaningful friendships and enjoy each other's company.

Children learn about the importance of healthy lifestyles. They talk about the importance of washing their hands and the benefits of eating healthy foods. For instance, children confidently tell each other 'lets wash away the germs'. All children gain good physical skills. They learn about the different ways that they can move their bodies. They confidently jump over hurdles and visit the park daily to use larger and more challenging climbing and balancing equipment. Staff use additional funding to effectively meet the individual learning needs of children. For instance, they have purchased weekly sports sessions taught by a qualified coach to develop children's physical skills even further.

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

- Staff establish a secure and trusting relationship with all children. This helps children develop a good sense of belonging and positive well-being. Staff know each child and their individual personalities well. This helps staff to plan activities that they know will keep children interested in their experiences.
- Overall, children are engaged in their learning opportunities. However, at times staff do not quickly identify when older children have lost interest during large-group activities. They do not position themselves effectively to ensure that they can engage all children throughout. Therefore, children become fidgety and, at times, distract other children who are enjoying the activity.
- All staff establish positive relationships with parents. They keep them well involved and informed in their children's learning and progress. Staff routinely share useful information and ideas to support parents at home with their children. This includes healthy eating ideas and recipes on how to make play dough. They have recently provided parents with training to help them understand how to provide effective first aid to a child who is choking.
- Overall, staff support children with have special educational needs and/or disabilities (SEND) well. For example, staff are proactive in attending training that is specific to the children's needs, to develop their confidence and knowledge further. However, staff do not yet successfully use consistent and effective techniques to support all children to remain settled and happy during

changes in the routine. Therefore, they become unsettled during these times, particularly children with SEND.

- The manager closely monitors the good quality of care and teaching that staff provide. She routinely observes staff teaching children and provides them with helpful feedback to support their future performance. Staff evaluate their practice together well. For example, at the end of each day staff discuss what they felt has engaged children and what they feel did not engage them as well. They use their findings to support their future activity plans.
- Staff attend regular training and are keen to build on their skills and knowledge. They have recently learned about different ways to manage children's behaviour and support children to understand their emotions and feelings. As a result, children confidently use pictures of 'mood monsters', showing a variety of different emotions to express how they are feeling.
- All staff support children to develop good communication skills. They ask children thought-provoking questions and give them time to think and then answer. Children are confident to share their thoughts and ideas. For example, they make up their own narratives during role-play activities.
- The manager and staff support children effectively to develop a good knowledge and understanding of the similarities and differences of people within their own and the wider community. Children learn about the traditions of other countries and religious beliefs, these include Diwali, Ramadan and the traditional Hungarian Naming Day celebrations.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff, including the manager, have a good knowledge and understanding of safeguarding and child protection. This includes knowing who to contact to seek advice and raise and follow up any potential concerns. Staff complete regular safeguarding training. This helps them to keep their knowledge up to date. Staff carry out detailed risk assessments to help keep children safe. They regularly review their practice to minimise the risk of COVID-19, keeping children safe on outings and how to manage any accidents at the setting. This includes administering appropriate first aid. Children learn how to keep themselves and each other safe. For example, each day they talk about how to cross the road safely.

## **What does the setting need to do to improve?**

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

- support staff to review and improve the organisation of large-group activities, to ensure that all children remain fully engaged throughout
- provide guidance for staff to be more confident in managing changes in routine

to ensure all children know what is expected of them, particularly children with special educational needs and/or disabilities (SEND).

## Setting details

<b>Unique reference number</b>	EY477579
<b>Local authority</b>	Kent
<b>Inspection number</b>	10228899
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	47
<b>Number of children on roll</b>	69
<b>Name of registered person</b>	Lollipops Pre-school Ltd
<b>Registered person unique reference number</b>	RP903272
<b>Telephone number</b>	01322 291151
<b>Date of previous inspection</b>	20 September 2016

## Information about this early years setting

Lollipops Pre-school Ltd registered in 2014. It is located in The Orchards shopping centre, Dartford in Kent. The setting is open Monday to Friday from 9am until 3pm, term time only. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs 11 members of staff, two of whom have a relevant early years qualification at level 2 and five of whom hold relevant early years qualification at level 3 and two staff are currently training to achieve relevant early years qualifications.

## Information about this inspection

### Inspector

Kelly Hawkins

## 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 provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the manager and deputy manager. The inspector assessed the impact of the quality of staff interactions and the learning opportunities they provide children.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- The inspector spoke to the manager, children, parents and staff at convenient times and considered their views.
- The manager, deputy manager and inspector carried out a joint observation on a circle time and transition between activities.

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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