

# Pollyannas Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	305254
<b>Inspection date</b>	23 January 2008
<b>Inspector</b>	Janice Shaw
<b>Setting Address</b>	Macclesfield Road, Prestbury, MACCLESFIELD, Cheshire, SK10 4BN
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<b>E-mail</b>	
<b>Registered person</b>	Pollyannas Day Nursery Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

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

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

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

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Pollyanna's Day Nursery was registered in 1995. The nursery operates from the village hall within a residential area of Prestbury. The nursery have access to designated areas within the hall plus associated facilities. Children are cared for dependent upon their age; there are two main playrooms offering care to children in two age groups (under two years and over two years), plus the use of a large hall for the after school group. The children have access to an enclosed soft surface outdoor play space.

The nursery is registered to care for a maximum of 27 children under eight years with a further 20 children in the out of school care. There is currently 45 children on roll; four of whom receive nursery funding.

The provision is open Monday to Friday from 07.30 to 18.00 (Saturdays are available upon request), for 52 weeks of the year, with the exception of Bank Holidays. There are nine members of staff, eight of whom are appropriately qualified in childcare. The provision receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children's welfare is promoted through clear policies and procedures for health which staff and parents are made aware of. Appropriate records are kept of any accidents and staff seek information about specific medical or dietary requirements which may influence the care children require. Good consideration is given with regard to training staff in first aid and food hygiene.

Children develop a secure understanding of good hygiene practices due to appropriate daily routines which children are familiar with. As a consequence, children know they must wash their hands before eating and after using the bathroom. Drinking water is available for children in each room, although they cannot access it independently. Children look forward to mealtimes as they are eager to find their seat at the table, particularly in the room for over twos. At mealtimes they benefit from staff sitting with them to talk and support them in developing good social skills, such as sitting to eat and feeding themselves unaided.

Although children play outdoors in the fresh air most days this is only for short periods of time and is not sufficient in aiding them to develop a healthy lifestyle. Children currently have joint outdoor play time with other groups of children which means that the area is very busy. This is generally well managed because staff remain aware of where their particular children are playing. Children make satisfactory use of the outdoor play equipment to practise and develop their physical skills. At times they practise throwing and catching, climbing in a small climbing frame and crawling through the caterpillar tunnel.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a welcoming and friendly environment which helps them to settle and feel secure. Children and parents gain a strong sense of belonging within the setting due to the warmth and encouraging welcome they both receive from staff. Children of all ages have access to a satisfactory range of good quality equipment which children are able to use independently. Babies and young children enjoy musical and tactile toys which allow them to explore their senses through play. They are able to sit and eat in comfort because they are provided with suitable furniture and high chairs. The outside play area has a soft play surface which allows for children of all ages to play safely, however, the use of this area is not maximised.

Safety is generally satisfactory within the setting with steps to minimise risks to children. Good consideration is given to security in the centre because a visitor record is kept and a bell alerts staff to the arrival of parents and children. However, some plug sockets are uncovered and electrical wires are within children's reach and poses as a hazard to them. All staff are clear about their role and responsibility with regard to child protection procedures. However, the setting's policy does not include the policies and procedures to be followed in the event of an allegation being made against a member of staff.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children's emotional needs are well fostered because staff work well with children to encourage them to settle and develop in confidence. As a result, children develop strong bonds and

friendships with the staff which ensures they feel comfortable about seeking adult support when they need it. For example, children frequently seek cuddles and tactile contact and help when struggling to put on their coat or apron. Children are very accepting of each other's capabilities which ensure all children are fully included. Children use positive gestures, such as smiling and laughing to encourage other children to join them in their play. For example, one child displays great delight from the sounds he has created with a toy, his bright expression and chuckling draws in another child who is happy to observe and join in the laughter.

All children approach their activities with enthusiasm and interest taking full advantage of all the activities on offer. They are provided with various tactile experiences which encourage sensory exploration, such as exploring the properties of shaving foam and finger painting. Younger children explore various objects they find in the treasure baskets and they listen to the sounds of the musical toys which they help themselves to from around the room. Children who attend the out of school services have access to a suitable range of equipment and resources which reflect their particular age group and interest. They have good opportunities to do their homework supported by the staff when necessary.

#### Nursery Education.

The quality of teaching is satisfactory. Staff have a reasonable understanding of the Foundation Stage curriculum. The observation and assessment of children's development is informed by direct observations of children's progress and gives a fair picture of the stages children are at. However, planning for some children does not provide effectively for their developmental needs, which results in activities lacking sufficient challenge. Staff are not always aware of the learning outcomes of each activity nor are they evaluated. This results in not enough account, being taken, of the wide spread of ages and abilities.

Activities are often linked to themes, which provide children with some opportunities to explore a topic over a period of time to reinforce their learning. The nursery does not maximise the use of continuous provision within the curriculum areas to enable children to take some control of their own learning and play. The staff have adopted a good method of recording their observations of children's achievements into children's record files. This results in them getting a reasonable overview of children's achievements.

A key strength within the nursery is children's personal, social and emotional development. They develop a strong sense of community because they have good relationships with staff and they are regularly encouraged to talk about what interests them. Children grow in confidence due to the consistent praise and recognition they receive. They are learning to behave appropriately which helps them to develop friendships with their peers. During some routine activities they learn to recognise shape, for example, when using musical instruments they observe and discuss the shape of the triangles. They have some opportunities to use a range of media, such as paint, glue and collage materials which encourages them to explore texture and express their own creative ideas.

Children's communication, language and literacy skills are developing satisfactorily. They know a range of nursery rhymes and simple songs. This helps them to recognise rhythm in spoken words. Children enjoy exploring sounds when using musical instruments during their sessions with an external teacher. They are learning that print carries meaning as they take part in the daily routine of self-registration and looking at books. Staff read stories to them helping them to appreciate and handle books. Staff guide children in their play and learning through some appropriate questioning to promote their language and thinking. They benefit from some

opportunities to mark make both freely and within role play situations. Although the mark making area is uninspiring the children do initiate writing and drawing activities.

Steady progress is made with regard to their physical skills mainly because they have regular weekly exercise and musical movement sessions from visiting teachers. They practise dancing, stretching and jumping to learn how their body can move in a variety of ways, showing great delight in their own abilities. They are beginning to use pencils, glue sticks and small equipment with increasing skill.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children are treated with equal concern and their individual needs are generally well met since staff obtain relevant information on entry to the nursery. They benefit from the high priority staff place on meeting children's emotional needs. For example, staff are very successful in the use of positive distraction to encourage children to settle and participate in play. Staff use their knowledge of children's individual needs to adapt routines and expectations to suit their individual needs. Children receive constant praise and encouragement which encourages children to act responsibly and feel good about themselves. Children are becoming aware of the behavioural expectations within the nursery as they are gently reminded of the necessity to share, take turns and show concern for others, which encourages children to cooperate and play in harmony.

The partnership with parents and carers is satisfactory. Parents find staff to be approachable and supportive. Parents are satisfied with the verbal and written information they receive and they feel well informed about their children's welfare and progress. Children's social, moral, spiritual and cultural development is appropriately fostered within the setting. For example, they engage in regular activities which require them to play cooperatively with their peers. They learn to sit together and share resources which help them to socialise without conflict.

### **Organisation**

The organisation is satisfactory.

Children's welfare is protected as the registered provider is aware of her role with regard to the suitability of staff. Therefore, robust systems are in place to ensure the effective recruitment and vetting of staff. New staff follow a suitable induction programme which ensures they are familiar with their role and the setting's policies and procedures. Staff and the manager value the importance of further training as a means to develop the care and education provision. Most aspects of documentation are in place as required by the National Standards. Children's records are recorded accurately. However, the operational plan is not yet complete as there is no statement on procedures to follow in the event of an allegation being made against a member of staff and the behaviour policy does not refer to 'bullying'.

The leadership and management within the setting is satisfactory. Staff work well together as a team and are aware of their roles and responsibilities. They are effectively deployed which ensures the children are generally well supported in their play. Staff show commitment to developing their knowledge and skills by attending regular training and staff meetings. Parent's feedback is also an important part of the nursery's systems to improve. There is a comprehensive staff appraisals system in place which are held regularly to identify any training needs. Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the nursery had six recommendations to address for the care. Three recommendations required amendments to policies. Accident records required improving and the nursery was required to seek permission for the taking of videos and photographs, and to ensure that confidentiality was maintained in all records. At least half the staff were required to have a childcare qualification. The nursery now has an almost complete set of policies included in the provision operational plan. Although, there are still two omissions and these are repeated as recommendations following this inspection. Accident records are appropriately recorded and permission is sought from parents for the taking of children's photographs and videos. Confidentiality is maintained in most children's records. The correct numbers of qualified staff are in place.

Five key issues were raised for the nursery education. The nursery was required to extend opportunities for the children in mathematical development and for the children to practise their writing and mark making skills. Activities were to be provided with sufficient challenge and that provided opportunities for the funded children to undertake tasks separate from the much younger children to avoid distraction. A Special Educational Needs policy was to be formulated. Parents were to be provided with relevant information about the nursery's educational provision and what children are expected to learn and the activities provided. Planning was to be evaluated and used along with assessments of children's development and achievements, to track children's progress and to plan the next steps for children's learning, and to ensure that the setting is meeting the needs of all children. Activities for children in mathematical development and communication, language and literacy are now satisfactory. A special needs policy is now in place. Parents receive sufficient information about the nursery's educational provision. Whilst a planning system is in place, activities are not evaluated effectively and it does not meet the needs of all children and is a recommendation following this inspection.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that children can access fresh drinking water independently particularly in the over two's room
- provide children with more opportunities to develop a healthy lifestyle by increasing the time they spend outdoors
- ensure children's safety particularly in relation to electrical sockets and wiring
- amend the safeguarding policy to show the procedure to be followed in the event of an allegation being made against a member of staff or volunteer. Ensure confidentiality in children's medical records
- amend the behaviour management policy to include reference to 'bullying'.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide children with a rich, stimulating, well planned and resourced curriculum which takes account of children's differing abilities
- ensure learning objectives are identified and that short term plans include sufficient detail to enable practitioners to make best use of activities and experiences
- increase the range of continuous provision that is available for the children.

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