

# Pollyannas Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	305254
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<b>Type of setting</b>	Childcare on non-domestic premises



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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Pollyannas Day Nursery was registered in 1995 is privately owned and managed. The nursery and out of school facility operates from the village hall within a residential area of Prestbury, Cheshire. 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. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are a total of 69 children on roll of whom 55 are in the early years age group. The setting offers care for a number of children with special educational needs and/or disabilities.

The provision is open Monday to Friday from 7.30am to 6pm, for 52 weeks of the year with the exception of Bank Holidays. Saturdays are available on request. There are eight members of staff, one of whom is qualified to level 6, one at level 4, four at level 3 and two at level 2 working towards level 3. The provision receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

The setting meets the welfare and learning needs of each child to enable them to make steady progress. Those children with special educational needs and/or disabilities, however, have made good progress given their starting points and capabilities. The manager at the setting has undertaken leadership and management training since their last inspection. This has provided opportunities to reflect upon practice and to evaluate work and prioritise areas for development. Policies and procedures are currently under review and support is on offer from the Local Authority Advisor.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- ensure written consent is obtained to transport children in a vehicle
- establish effective starting points and use these to develop ongoing links with parents, and use periodical summaries to plan for children's learning
- ensure effective systems are in place to confirm continued suitability for staff
- ensure the safeguarding statement includes the procedures to follow in the event of any allegations made against staff.



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

Children in both the nursery and out of school club are safeguarded because staff are suitably recruited, vetted and inducted as part of the staff selection procedures. However, there are no systems in place to ensure continued suitability, for example, as part of the annual appraisals. They are vigilant about children's safety, ensuring daily attendance registers are accurately completed, however, written consent to transport children has been missed. Risk assessments are conducted regularly and contain the necessary detail. Policies and procedures for the safe and efficient running of the setting are generally in place, however the procedure in the event of any allegations against staff is missing from the safeguarding policy. All policies and procedures are currently being organised and updated to ensure they meet the welfare requirements of the Early Years Foundation Stage (EYFS).

Children are cared for in a welcoming environment, with recent changes since the last inspection to create separate areas of learning. Two base rooms, staff ratios and key workers are in place as are extra staffing to support those children with additional needs at key times during the day. The manager has worked consistently hard to ensure suitable funding and resources are made available to support these children.

The setting has had some changes to the management of the setting since the last inspection, as a result the setting has not been as quick to develop practice since the last inspection. The implementation of the EYFS framework is developing and currently the setting is receiving some direction from the Local Authority with regard to planning, in particular for those children who attend infrequently. Having recently started to use the 'moving on document' and completing a self-evaluation form, the manager has consulted with staff to look at the way forward. Improvements since the last inspection have been made as a number of recommendations were made.

Partnerships with both parents and other agencies are generally strong, particularly for those children with additional needs. All parents contacted are pleased with their children's progress and very supportive of staff and the work they do with the children. Regular meetings with other agencies involved in children's care, such as a dietician, physiotherapist, speech and language therapist ensure children individual needs are met. Aspects of partnerships less effective are those with other settings who deliver the EYFS and establishing with parents initial starting points in order to plan for children's learning journey.

## **The quality and standards of the early years provision and outcomes for children**

Children generally arrive happily to greet staff and their friends. For those who need extra support to separate from their care giver, staff sensitively intervene,



thus recognising and meeting their individual needs. Staff are warm and caring in their approach to working with children, often using gentle humour to distract younger children while the older ones respond with laughter and joking. Both staff and the manager are diligent in their care of those children with special educational needs and/or disabilities. Their strong commitment to inclusion means that children are valued and respected to enable them to progress well.

Staff are generally secure in their understanding of the six areas of learning when delivering the EYFS and so assist children's progress. Observations and assessments of each child are documented and are in the main used to focus upon helping children to take the appropriate next steps in their learning. Although, the current systems used are not always easy to follow as summaries given to parents are quite basic and do not, at present cover all six areas. Therefore, the nursery continues to look at ways of developing this process in order to improve the quality of the information to parents and other settings children attend.

Children are happy at the setting, they feel safe and secure because staff spend considerable time with them explaining ways to stay safe. Therefore, children are considerate of those around them making space for those using motorised wheelchairs, for example. Older children who attend the out of school club readily describe the safe procedures they follow walking back from their local school. Children take part in a range of activities that offer suitable challenge for them. Older children readily describe to the inspector the favourite things they each like to do after school and proudly show off their art work prominently displayed on the wall.

Younger children enjoy being imaginative as they play in their local 'supermarket' they collect different foods to put in their basket. Mark making materials are always included in each imaginative area. They use the plastic till to price up their goods using simple numbers. Children love story times as they readily gather around the staff member as she makes very popular choices, such as 'A Bear Hunt'. Children call out as they contribute to the story with sound effects or what happens next. Children's understanding of shapes and colour are supported often through story, as the staff member skilfully questions them about what they see. Children do on occasion go out on visits, however visitors usually come to them. For example, children's understanding of the wider world is fostered as a 'Bug man' came to visit and brought a selection of mini beast for the children to see, and photographs of the visit are prominently displayed. Children themselves take photographs using the digital camera, some of which are displayed in the reception area as part of an electronic presentation on the managers laptop for parents to see. Thus, children are accessing technology and developing suitable skills for the future.

There are good opportunities for children to be active in the nursery as there is a hall for children to use daily. Toddlers love to roll huge inflatable balls or hide behind them playing 'peek-a-boo' with staff. There are musical and movement groups which also come into the setting to deliver a range of active programmes for children which include healthy messages. The use of outdoor play has increased since the last inspection with resources arranged at low levels for children to use all year.



## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met