



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 140849

DfES Number: 519339

INSPECTION DETAILS

Inspection Date	30/03/2004
Inspector Name	Joanne Graham

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Pollyanna Pre-School
Setting Address	Pollyanna Pre-School, Community Centre Eskdale Road, Stoke Mandeville Aylesbury Buckinghamshire HP22 5UJ

REGISTERED PROVIDER DETAILS

Name	The Committee of Pollyanna Pre School 1024769
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ORGANISATION DETAILS

Name	Pollyanna Pre School
Address	Community Centre, Eskdale Road Stoke Mandeville Aylesbury Buckinghamshire HP22 5UJ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Pollyanna Pre-School has been open for over 20 years. It operates from the Community Centre in Stoke Mandeville. The areas of the premises used by the setting comprise, the main hall, kitchen, store room, entrance hall and toilet facilities. The group use a play park a very short walk away and sited in the same grounds as the community centre. The pre-school also has its own allotment.

There are currently 48 children on the roll. This includes 19 funded 3 year olds and 16 funded 4 year olds. The setting currently is not supporting any children who speak English as an additional language or who have designated special needs.

The pre-school opens five days a week during school term time. It is open from 09:15 until 12:00, and on Tuesdays and Thursdays is open from 12:45 to 14:45pm. The children attend for a variety of sessions.

There are seven staff who work with the children. The leader and deputy hold early years qualifications to level three. Three staff are working towards relevant early years qualifications at level two or three.

The pre-school is a member of the Pre-School Learning Alliance (PSLA). The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Pollyanna Pre-school offers a generally good quality nursery education where children are making generally good progress towards the early learning goals. Five areas of learning are very good.

Teaching is generally good. It is effective with regard to the children's learning. Staff have a very good knowledge of the early learning goals and implement this well. Activities are well planned, resourced and varied with clear objectives, except for physical development. Staff extend children's skills and challenge and develop older and more able children. However, displays are very adult led with little opportunity for the children to label their own art work. The children's behaviour is very good due to the high expectations and sensitive support of staff. The assessment system is being used effectively and influences planning. This is regularly updated and completed by the key worker. Support for children with special needs is generally good ensuring they are included and able to access all activities, moving their learning forward.

Leadership and management is generally good. The deployment of staff ensures the children receive good support, continually developing their skills. Planning and preparation is very good. Staff are clear about their roles and aims to extend the learning opportunities for the children. Evaluation of planned activities is effective, except for physical development, and aids future planning. Staff are receptive to new ideas and challenges, which the children respond to positively. The management is able to identify most of the group's strengths and weaknesses, which contributes to the continuing progress of the children's development.

Partnership with parents is very good and contributes to the children's learning. Staff welcome parents into the setting and establish good relations with them, share their observations about their child and discuss their child's progress. There is frequent written correspondence.

What is being done well?

- Children have an awareness of the boundaries set and behavioural expectations from staff. They take turns, negotiate and share very well. Independence is encouraged, especially during snack time. The children are confident and keen to learn and try new activities.
- Children listen with enjoyment and respond to stories. They are beginning to understand that text has meaning and are encouraged to handle books correctly. They show an understanding that information can be retrieved from books, especially when making the bird's nests. Children use and attempt writing for different purposes, especially in the role play area. They recognise and write their own names. Name cards are accessible for the children to use.

- Number awareness is reinforced throughout the session in a variety of ways, especially when using counting bear. Simple addition and subtraction is introduced through number rhymes. The children benefit from opportunities to problem solve through everyday activities. Older and more able children are sufficiently challenged. The children can recognise and name simple shapes and colours.
- Children can explore and investigate the natural world, especially with making bird's nests and the 'thirsty flower' experiment. Reference books are available and used to reinforce learning. Children find out about their own culture and beliefs and those of other people, through effective planning of staff. The use of the calendar reinforces the children's understanding of seasons, days of the week and months of the year.

What needs to be improved?

- reference to healthy living and how the body works to develop the children's understanding
- clear objective for planned physical development activities and effective evaluation
- opportunities for the children to label their own displayed art work and displays to be less adult led.

What has improved since the last inspection?

Improvement since the last inspection has been very good. All areas have been sufficiently developed. The group now provides the children with the opportunities to frequently access mark making resources within the role play area, to develop their writing of familiar words and letters and number recording skills. The children have benefited from this opportunity and especially enjoyed this when the role play area was a vet's.

The group have produced a prospectus which informs parents of the groups aims with regard to the children's achievements and how their views are valued. Parents are informed verbally of their child's progress by the key worker and there is a parent's comment sheet in the children's progress records. Parents are given the opportunity to take these records home once a term and share their observations from home with the staff verbally and via the comment sheet. The children's overall development benefits from this two way exchange of information.

Staff have purchased new equipment and provide regular opportunities to foster the children's curiosity and to question why things happen, especially with the 'thirsty flower' experiment. The children's development is benefited from these opportunities and new skills are developed.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children have positive attitudes to learning and are keen to try new activities. They are confident, competent and can express themselves well. Relationships are very good and children show consideration and support for others. Children respond to the high expectations of staff for acceptable behaviour. They share, negotiate and take turns well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers and listen well to each other and the staff, showing awareness of the listener. Their contributions to circle time are encouraged and valued. Most children recognise their name and some are beginning to write it with confidence. Children listen with enjoyment and respond to stories. They show an interest in books and know how to handle them, especially when making the bird's nests.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have access to a large variety of resources to promote and develop their mathematical skills. The planning clearly demonstrates methods used to extend the learning of all of the children. The children are able to recognise and name simple shapes. Older and more able children are challenged effectively to continue progression. Good opportunities are created for the children to problem solve within everyday play situations and to use a wide range of mathematical language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have the confidence to share past and present events in their lives, and are supported by staff who extend this further. They have the opportunity to use and access everyday technology through IT equipment and cassette recorders. The children have opportunities to explore using all their senses, especially with making the bird's nests. Children show an interest in their surroundings, notice changes in the weather and ask questions about their observations.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently and imaginatively, showing an awareness of space for themselves and others in their physical play. They have access and opportunity to develop and extend their physical co-ordination in a variety of situations for example using the play park. They enjoy action rhymes and participate enthusiastically. Children handle tools, materials and objects safely and with increasing control. There is little opportunity for children to learn about how the body works.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children participate in songs and rhymes eagerly. They enjoy the opportunity of free expression in role play developing their imaginative skills. There are many occasions for the children to access a wide range of art and craft activities developing their creative skills, especially sticking, painting and drawing. The children enjoy music and opportunities to explore sound.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- create opportunities to develop the children's understanding to healthy living and how the body works
- develop clear objectives for planned physical development activities with effective evaluation
- provide opportunities for the children to label their own displayed art work and ensure displays are more child led.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.