



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 305254

DfES Number: 583010

INSPECTION DETAILS

Inspection Date 28/05/2004

Inspector Name Jane Shaw

SETTING DETAILS

Day Care Type Full Day Care

Setting Name Pollyannas Day Nursery

Setting Address Pollyannas Day Nursery
Prestbury Village Hall, Macclesfield Road
Prestbury, Macclesfield
Cheshire
SK10 4BN

REGISTERED PROVIDER DETAILS

Name Pollyannas Day Nursery Ltd 04909847

ORGANISATION DETAILS

Name Pollyannas Day Nursery Ltd

Address Pollyannas Day Nursery
Prestbury Village Hall, Macclesfield Road
Prestbury, Macclesfield
Cheshire
SK10 4BN

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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's Day Nursery is a registered day nursery resource offering full day care for children aged from nought to five years.

The nursery operates from the village hall within a residential area of Prestbury, and is privately owned and managed by Miss Clare Barrett-Bee, who is registered to provide full day for 27 children aged from nought to five years. The nursery have access to designated areas within the hall. 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).

There is access to toilet and hand washing areas and appropriate nappy changing facilities are available. The children have access to an enclosed hard surface outdoor play space, and the centre's main hall for physical play. Staff have access to a kitchen for the preparation of meals and snacks.

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. The nursery does not offer overnight care.

There are nine members of staff, three of whom are appropriately qualified in childcare, with a further two currently on training. All staff may work with all children.

The nursery is in receipt of nursery education funding for both three and four-year-olds. There are currently 44 children on the register, three of whom are funded four-year-olds and five are funded three-year-olds. There are currently no children attending the nursery for whom English is an additional language or those who have been identified as having special educational needs.

As the nursery is in receipt of nursery educating funding, they have access to a Foundation Stage teacher and other advisory staff form Sure Start Cheshire.

How good is the Day Care?

Pollyanna's day nursery is providing satisfactory care for children. Staff make appropriate use of available space to provide a range of activities and experiences for the children. Children are grouped according to their age, having access to appropriate toys, furniture and equipment within group rooms. There is also access to the centre's main hall, giving staff the opportunity to provide large physical play during poor weather. Children have access to a range of toys and equipment which supports a variety of play experiences. All relevant documentation in terms of policies and records are in place, however, some amendments are required. The pulling together of all policies and procedures to formulate an operational plan is recommended. The registered provider should ensure that appropriate clearances are undertaken for all staff.

Children are cared for in a safe, secure and healthy environment, staff are vigilant about the children's safety, using appropriate precautions where necessary. Healthy snacks and meals are offered to the children throughout the day. Older children are encouraged to be independent and to have good hygiene practices. All children are encouraged to, and have the opportunity to participate in all activities and experiences.

Staff plan a range of activities and experiences for children, using the Birth to Three matters for children under three years, and the Foundation Stage curriculum to plan activities and experiences for pre-school children. Children also have the opportunity to participate in other activities and experiences provided by external companies. The nursery have a positive approach to behaviour management and equal opportunity issues.

There is an effective partnership with parents and carers, who speak positively about the care and opportunities their children receive. Informal feedback is given to parents and carers as they collect their children, a written 'daily diary' is provided for children under two years.

What has improved since the last inspection?

Following the last inspection, the registered provider was asked to address six actions. These related to records, policies, information for parents and carers and the planning of activities for children.

Three actions related to the formulating of systems to record children's and visitor's attendance, and the recording of any incidents of physical restraint. All three systems are now in place.

The registered provider was asked to provide information about the nursery for parents and carers. Parents and carers have access to a policy and procedures file which is available at all times in the entrance area, there is also access to copies of planning within group rooms.

An action required the provider to formulate a special needs policy, this has now been completed.

The final action required the group to produce planning for children's activities. Staff

within the under two's rooms have recently introduced planning in line with Birth to Three Matters. Planning for pre-school children is in line with the Foundation Stage.

The appropriate completion of all actions, ensures that required records are maintained, parents and carers have access to relevant information on what the nursery has to offer, and that through the planning of activities for children, staff, parents and carers are clear about what opportunities are available.

What is being done well?

- Parents and carers speak positively about what the nursery has to offer their children. Parents and carers of children under two years are particularly happy with the 'daily diary' system for feeding back information on their child's day at nursery.
- There is a good system in place for the undertaking of regular risk assessments across the nursery.
- A good range of activities and opportunities are made available to the children, including extra activities provided by external organisations.

What needs to be improved?

- the completing of appropriate clearances for all staff
- the completion of appropriate training for staff to ensure the minimum level of qualified staff are working with the children
- the formulating of a policy to show the procedure to be followed in the event of an uncollected child, and the amending of the child protection, behaviour management and complaints policies
- the pulling together of all policies and procedures to form an Operational Plan for the nursery
- the procedures for completing the accident record
- confidentiality in terms of accident recording and parents/carers consent for various items.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown		
Std	Action	Date
1	ensure that all staff undertake appropriate clearance.	31/07/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
7	ensure accident records show specific details regarding the location of any injury, and amend the recording system to ensure children's individual confidentiality is maintained.
11	amend the behaviour management policy to include reference to 'bullying'.
12	amend the complaints policy to show contact details for Ofsted as the regulator.
12	obtain parent's or carer's consent for the taking of children's photographs, including videos, and ensure that all other records containing parent's and carer's consent are kept in a confidential manner.
13	amend the child protection policy to show the procedure to be followed in the event of an allegation being made against a member of staff or volunteer.
2	ensure 50% of staff are qualified to the required level.
2	devise a policy to show the procedure to be followed in the event of an uncollected child, and to bring together all the nursery's policies and procedures in the form of an operational plan.

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

How effective is the nursery education?

The provision of funded nursery education at Pollyanna's Day Nursery is acceptable and of good quality. Children make very good progress towards the Early Learning Goals in knowledge and understanding of the world and creative development, and generally good progress in personal, social and emotional development, communication, language and literacy, physical and mathematical development.

The quality of teaching is generally good; staff have an understanding of the early learning goals, and plan appropriate activities, however, more opportunities need to be included within communication, language and literacy and mathematical development. Planning and activities are supported by a good range of toys, equipment and visiting groups. The organisation of sessions and activities needs to be monitored to ensure that the older funded children are purposefully engaged in activities which provide appropriate challenge, and that they are not distracted by the much younger children. Planning is not yet consistently evaluated by staff and used with observations of children's development and achievements to plan what children need to learn next. The setting do not have an appropriate Special Educational Needs policy.

The leadership and management of the setting are generally good. The registered provider conducts staff meetings and staff development sessions. She is clear about the future of the setting, and is committed to the development of the provision. The registered provider is aware of areas for improvement within the nursery and is beginning to work with the pre-school leader to address these issues.

The nursery's partnership with parents and carers is generally good, they receive verbal feedback on their child's development and achievements, and have opportunities to attend open evenings and to view written records upon request. Information on the educational provision, what the children are expected to learn and the activities provided is not yet available.

What is being done well?

- Staff interaction with children is effective, they communicate with children and question them appropriately, helping to develop their language and vocabulary skills.
- Children's physical skills are promoted effectively through the provision of both indoor and outdoor activities which involves the children in using of a range of appropriate large equipment. There are good opportunities for the children to be involved in music and movement.
- Staff plan opportunities for children to have access to activities provide by external groups to support planned activities.

What needs to be improved?

- the provision of opportunities for the children to practice counting and to become aware of number operations
- the provision of opportunities for the children to practise writing and/or mark making through a variety of activities
- the consideration of providing opportunities for older/funded children to undertake focused activities separate from the much younger children and the provision of activities that are appropriate and give older, funded children sufficient challenge
- the formulation of a special educational needs policy in line with the current Code of Practice
- the formulation of information for parents and carers on the nursery's educational provision, and what children are expected to learn
- the monitoring and evaluating of planning and the use of these evaluations along with observations of children's development and achievements to plan future activities and the next steps for children, including the more and less capable children. The registered person should ensure that they are also involved in this process.

What has improved since the last inspection?

The setting have made generally good progress in response to the four key issues raised at the last inspection in 1999.

The first key issue asked the setting to provide staff training which would increase confidence in and understanding of the desirable learning outcomes, and to use this knowledge in the planning of activities and assessing children's progress. There have been several changes to staffing since the last inspection, current staff working with the funded children are both qualified, or are completing training. The room supervisor and registered person attend training regarding the areas of learning, and are visited regularly by a Foundation Stage teacher. Further development in the use of planning evaluations and assessments of children's development requires consideration.

The setting were asked to change the balance of adult led and child initiated activities throughout the day to encourage children's independence. Planning shows which activities and elements within the day are adult led or child initiated, the programme of activities allows for a balance of both free play and more structured group activities.

The provision of more resources to help children's understanding of technology was raised as a key issue. This resource has been extended, children have access to several different electronic toys and access to the nursery's main computer.

The final key issue asked the nursery to provide information on the educational provision for parents and carers. This key issue still requires attention and will be

brought forward in this report.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are becoming confident and independent as they undertake personal hygiene tasks, put on and take off outdoor and dressing up clothes, and self select toys and equipment. The children show confidence being able to speak in front of others in both large and small groups. They are beginning to develop an understanding of their community and where they live, through relevant topics. During some activities, younger children can be a distraction for the older, funded children.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are offered good opportunities to develop language and communication skills during imaginary play, acting out and negotiating roles, and at circle time as they speak in front of others. Four-year-olds are involved in conversations at mealtimes, showing the development of language, vocabulary and social skills. Children are able to recognise their first name as they select their name card at register time. Opportunities for children to practice their writing skills are not built upon.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are competently able to match and sort as they assist staff to tidy toys during the session. They know shapes well, and are able to identify more complicated shapes such as semi-circle and hexagon. Children make patterns using peg boards, describing how the pegs go 'up' and 'down'. Children understand the sequence of numbers as they sing nursery rhymes, but regular everyday opportunities to practice counting and simple addition and subtraction such as "how many more" are not built upon.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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The children are involved in themes that help them to consider their own environment and community, by being involved in making a large map showing where they live and where the nursery is. The children have access to regular French lessons from a visiting French teacher. They are able to build three-dimensional models and describe what their models 'do'. The children discuss the weather, days of the week, months of the year, are involved in growing things, life cycles and simple experiments.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
The programme of activities allows the children to experience and use a range of both large and small equipment, which they use with competence. They are involved in practising climbing, balancing, throwing, catching, and running. They have weekly 'stretch and grow' sessions, where they look at what happens to their bodies after exercise. They have regular opportunities to be involved in music and movement. More capable children lack challenge in some craft activities involving physical skills.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
The children are able to use a variety of techniques and textures in their art work, including self portraits and collage. Children are involved in spontaneous role play both with and without adult support, where they confidently use their imagination, developing language and negotiating skills. They are also able to use their imagination as they have opportunities to listen to and interpret music during regular music and movement sessions.	

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

- extend opportunities for the children to practice counting, number recognition, simple addition and subtraction through everyday opportunities, and plan further opportunities for the children to practice their writing and mark making skills
- ensure all activities are appropriate for funded children and provide them with sufficient challenge. Consider providing opportunities for the funded children to undertake tasks separate from the much younger children to avoid distraction
- evaluate planning and activities, and use these evaluations 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
- formulate a Special Education Needs policy which has due regard for the Code of Practice
- provide information for parents' and carers' on the nursery's educational provision, what children are expected to learn and the activities provided.

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.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.