



Office for Standards  
in Education

## DAY CARE INSPECTION REPORT

URN 140849

### INSPECTION DETAILS

Inspection Date 24/03/2004  
Inspector Name Jane Plested

### 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

### 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 of the quality and standard of day care. When making judgements, inspectors have regard to how well the provider meets the National Standards for under Eights Day Care and Childminding. A list of these is attached. The report identifies strengths and areas for improvement.

This inspection report must be made available to all parents.

### 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).

### How good is the Day Care?

Pollyanna Pre-School provides good quality care for children. The committee and staff have a clear understanding of their roles and responsibilities. Good team working is evident; the key worker system is well organised. The pre-school provides a warm and welcoming environment where children can play and enjoy themselves and parents feel at ease. The premises are well laid out and there are good displays. Children have easy access to the excellent range of toys and equipment, and staff use the space available well.

Staff place a high priority on children's security and safety. The pre-school is effective in promoting the children's good health. Children are provided with a good range of healthy options, in food and drink. Snack times are very well managed and are used effectively to develop children's learning. Staff are confident about their role in the protection of children.

The pre-school provides an excellent range of activities that promote all areas of children's development. These take place both inside and outdoors, and staff provide good opportunities for children to learn about the natural world. Children are confident in their relationships with adults and are well occupied and happy. Staff manage children's behaviour well and provide clear guidance and praise. The setting offers a range of opportunities that help children learn about and understand diversity. Staff take account of individual children's needs and the records are used appropriately.

There is a good partnership with parents, who are very happy with the care provided. Parents are given detailed information about the pre-school. They are kept well informed about what is happening in the setting, and their child's development. The pre-school has a full range of policies and procedures that are known by staff and are available to parents. However, some of these are not fully up to date. The required records are kept and most parental consents are in place.

#### **What has improved since the last inspection?**

Not applicable.

#### **What is being done well?**

- The setting is well organised and the care of the children is good. Adults are deployed effectively. There are good staff management procedures in place. Staff have ownership of their key worker groups which enables them to establish good relationships with children and parents. This ensures they identify and meet individual children's needs.
- The staff provide activities that are exciting and varied; there is something to meet the needs of all the children attending. There is particular emphasis on the natural world. Children enjoy still life painting of daffodils, which promotes their observational skills. They are also enthusiastically involved in other activities linked to plant life, for example, the role-play corner is a garden centre. This also offers opportunities to explore natural materials.
- There is a strong emphasis on equal opportunities throughout the pre-school. Staff support children in developing skills and making choices effectively. Children with specific needs have additional staff support. Toys, books, activities and displays are used to help children understand and learn about differences. There are opportunities for children to try food from different cultures. Parents are provided with helpful information on special needs.
- Staff interact well with the children and encourage them to achieve. Children respond well to the clear guidance and praise offered by staff. They eagerly take part in all the planned activities, tidy away, accept responsibility and behave well. Children are aware of the staff's expectations and respect and consideration for others is evident.
- The setting has some effective systems for developing good partnerships with parents; they are given access to useful information via the policies and procedures, the notice board and table. There is a comprehensive

prospectus and regular newsletters are sent out. Parents are encouraged to participate in the setting by joining the committee and helping.

**An aspect of outstanding practice:**

The snack time offers a range of excellent opportunities for children to learn and to develop social skills. Children are encouraged to be involved in the preparation of food and drink, and to establish the choices of others in one to one situations. Staff use this time well as a direct learning experience of number, capacity and letter recognition. It also provides opportunities for children to speak to others that they may not have previously spoken to. Children sit in their key groups together with their key worker and enjoy a pleasant and social experience. Additional opportunities are provided for other children to take responsibility and be helpful throughout the snack time. (Standard 8)

**What needs to be improved?**

- documentation, so that written parental consent to seek emergency treatment is in place
- policies and procedures, so that the equal opportunities and complaints policies are reviewed and updated.

**Outcome of the inspection**

Good

**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 should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
14	Request written permission from parents for seeking emergency medical advice or treatment.

## **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.*