

# Pollyanna Pre-School

Inspection report for early years provision

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| <b>Unique reference number</b> | 140849       |
| <b>Inspection date</b>         | 22/06/2011   |
| <b>Inspector</b>               | Aileen Finan |

|                         |   |
|-------------------------|---|
| <b>Setting address</b>  | Community Centre, Eskdale Road, Stoke Mandeville,<br>Aylesbury, Buckinghamshire, HP22 5UJ |
| <b>Telephone number</b> | 07746750945   |
| <b>Email</b>            |   |
| <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*.

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## **Description of 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 centre used by the pre-school comprise of the main hall, kitchen, large storeroom, and entrance hall, plus toilet facilities. The pre-school uses the adjacent playing field and park for outdoor play.

The pre-school is registered on the Early Years Register. They are registered to care for 30 children from two and a half years to five years of age; of which no more than eight children may be under three years of age at any one time. There are currently 49 children on roll in the early years age group. This includes children aged three and four years in receipt of free nursery education. The setting supports children with special educational needs and/or disabilities and those children who learn English as an additional language. The pre-school opens four days a week during school term time. It is closed on a Monday, open from 9.15am until 11.45am on a Wednesday and on a Tuesday, Thursday and Friday it is open 9.15am until 2.45pm. The children attend for a variety of sessions including mornings, afternoons, lunch club and all day.

There are eight staff who work with the children including the manager. All of the staff hold early years qualifications. In addition the pre-school employs an administrator who works three days a week. The pre-school is a member of the Pre-School Learning Alliance and receives support from the Early Years team at the local authority.

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

Overall the quality of the provision is good.

Overall the quality of the provision is good. The pre-school has effective partnerships with feeder schools, the local authority and parents of the children who attend. Most children are making good progress in their learning and development in most areas of learning, in relation to their starting points. The pre-school are aware of their strengths and have addressed the minor weaknesses identified at their last inspection. Staff are caring and support children well. They have a clear vision for their future improvement.

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

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

- extend and improve the systems to undertake observations and plan for children's individual needs and next steps
- build upon the experiences for children to develop their curiosity, explore

surroundings, including similarities and differences to enhance their knowledge and understanding of the world.

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

The manager, staff, committee and the administrator have a strong working relationship which enables them to maintain records and implement systems for the safe and efficient management of the pre-school. Robust systems to ensure that children are safeguarded are complimented by the fact that all staff hold suitable early years qualifications, most have completed first aid training and all have attended safeguarding children training. Staff are fully aware of their responsibilities and the procedures to take should they have a concern about a child in their care. Risk assessments are completed and updated as required and daily checks on the environment help to keep children safe. Children understand the routines of the pre-school which enables their understanding of how to keep themselves safe too. Policies and procedures are shared with parents and a system has been adopted to ensure these are updated in line with changes to legislation. Effective systems are in place for the recruitment of staff, along with procedures for induction, staff returning to work after a period of absence, and for student placements. Appraisals systems identify training plans and personal objectives. The manager is about to undertake an Early Years Foundation Stage Degree.

Visitors sign in and a register of children's attendance is in place. Children also self-register. A medication policy details that prescribed medication is not routinely administered but liaison with parents should the case be different is being put into place. Accidents and incident records are completed appropriately. Parents are aware of Ofsted as the regulator should they ever wish to make a complaint. The certificate of registration along with insurance details are clearly displayed.

The pre-school has a clear vision for the future and has identified areas to build on and improve. They work closely with the local authority and adapt their practice to enhance the outcomes for children in line with recommendations made. They have also met the recommendations set at their last Ofsted inspection. The Manager and committee communicate high expectations to staff and targets are realistic. The environment is used well and is consequently conducive to children's learning. Resources are in good condition and children can easily access these. Staff have clear priorities to enhance children's understanding of diversity. They understand children's backgrounds and needs and acknowledge children's cultures, similarities and differences, acting as strong role models to children. The development of most children in relation to their starting points is good and staff are working to more consistently identify achievement gaps and improve the learning outcomes for all children. For example they are working closely with one of the local schools to enhance communication, language and literacy. Transitions to school are celebrated as staff make visits to school with small groups of children. New parents to the pre-school are invited to open days and staff ensure they meet with parents to gather important information about children's starting points, their likes/dislikes and interests. Parents receive information about how their children are progressing and are kept well informed about their welfare. Parents in turn are very positive

about the pre-school and the staff who look after their children.

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

Children are happy and settled at pre-school and are supported well by the caring staff who look after them. Most children are making good progress in their learning and are developing personal qualities which enable them to take responsibility for small tasks, play on their own and in small groups and be motivated and interested in a range of activities. Staff understand the Early Years Foundation Stage framework well and plan for individual children's learning. The relationships between children and their key person are strong. Children are making good progress in relation to their starting points as staff take an interest in what children enjoy doing and spend time with the children; who are happy to involve the staff in their play. Observational assessment is sound but not always consistently approached and whilst systems have improved since the last inspection the planning for children's next steps is not always clear.

The community hall is set up and packed away for each session and staff work hard to provide a range of activities which encompasses all six areas of learning. They understand children's backgrounds well. Displays of children's work enable them to feel a belonging to their setting and take pride in their work. Children enjoy dressing up, role play, reading stories, mark making, drawing, art and craft, messy play and sharing stories. The end of the hall is separated off for children to take part in more physical play with children turn-taking using a timer on scooters and tricycles. The space and staff time are deployed effectively.

The outside play areas of the community hall and local park are used for outdoor play and learning, but if the weather does not allow for this children join in games with hoops, balls and other soft play activities. This encourages them to adopt healthy lifestyles which include daily physical exercise. Snack time is shared and enjoyable. Children learn about hygiene routines using the portable sinks with water reservoirs to wash hands, using soap and paper towels to dry hands after. They enjoy healthy snacks of fruit, breadsticks, milk and water. On three days of the week children may stay for lunch club. Children behave well and demonstrate respect to one another, the staff and their environment. They are secure in their surroundings and know the routines of the day. Children take part in regular fire drills and understand about sharing and taking turns, letting staff know when they want to go out to the toilet areas and playing safe. Children have opportunities to learn about similarities/differences and other cultures but there are fewer opportunities for children to extend their curiosity about their own lives, the wider community and world. Working with one of the feeder schools children's communication, language and literacy is very well supported. Children are confident to speak in small group activities and thoroughly enjoy story time and singing along to action songs and rhymes.

## 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> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

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

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| The effectiveness with which the setting deploys resources   | 2 |
| The effectiveness with which the setting promotes equality and diversity                             | 2 |
| The effectiveness of safeguarding  | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| 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 | 2 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

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

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