

# Pollyanna Day Nursery

47 Park Lane, Carshalton, SM5 3EE

## Inspection date

Previous inspection date

18/08/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

|  |   |
|--|---|
| How well the early years provision meets the needs of the range of children who attend | 2 |
| The contribution of the early years provision to the well-being of children            | 2 |
| The effectiveness of the leadership and management of the early years provision        | 2 |

## The quality and standards of the early years provision

### This provision is good

- Children develop strong attachments in this warm welcoming environment which supports them to feel safe and secure.
- Good quality teaching across all areas of learning and development results in children making good progress towards the early learning goals.
- Communication and language is supported well as staff talk to children all the time about what they are doing.
- Parents make positive comments about the service provided by the nursery and the support for their children's home learning.
- Leadership and management are strong. This ensures that children benefit from good quality learning experiences and their safety and well-being is promoted.

### It is not yet outstanding because

- The staff do not consistently encourage children to practise their self-care and counting skills at lunchtime in readiness for school.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children's interactions with staff in the nursery, both indoors and outdoors.
- The inspector sampled and discussed the nursery's policies and procedures and child development records with the manager and provider.
- The inspector discussed and sampled the nursery's self-evaluation process with the manager and provider.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to children, parents and staff in the nursery.

## Inspector

Vanessa Brown

## Full report

### Information about the setting

Pollyanna Day Nursery is privately owned by Jancett Childcare and JACE Training Ltd that run 21 nurseries and out-of-school clubs. It registered in 1972 and changed business status in 2014. The nursery operates from five rooms in a single-storey converted building situated in a residential area in Carshalton, Surrey. Children have access to three outdoor areas. The nursery is open each weekday from 7am to 7pm all year round with the exception of Christmas and bank holidays. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery supports children who speak English as an additional language. The nursery receives funding for the provision of free early education for children aged two, three and four. There are 17 members of staff with early years qualifications at Levels 2 and 3. The manager holds a foundation degree.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- further develop opportunities for children to strengthen their self-care and counting skills to support their readiness for school, for example by helping to serve meals at lunchtime.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children are welcomed warmly into the nursery by enthusiastic and motivated staff. The bright stimulating environment supports children as they are keen to play and learn. Staff plan activities in the rooms around children's interests. They gain information from parents as children start in the setting and plan to meet individual children's needs. Staff plan for individual children based on assessments made of their starting points for learning and ongoing observations. They track children's learning to plan their next steps and so that any additional support that may be needed can be identified early. Consequently children make good progress towards the early learning goals.

Staff provide parents with a summary of their children's development and daytime routine at the nursery during parent mornings and in home communication books. This helps them remain fully involved in their children's learning and development. The staff complete progress checks for children aged two years and share information about children's learning capabilities and needs with their parents. This close partnership working with parents helps staff continue to meet children's individual needs and changing interests. Parents regularly update staff through meetings, through using the All about Me document and during discussions of children's individual learning plans. Through this

communication staff can identify any gaps in children's learning and plan activities to support them to further develop. Staff offer ideas for parents to further support children's learning and development at home. Staff confidently discuss the individual needs and abilities of each child in their care and know their key children well. Appropriate levels of support by staff, combined with a mix of adult-led and child-initiated activities, ensure children have opportunities to make good progress in their learning and development.

Children choose from a range of easily accessible resources that support all areas of learning and development. Toddlers become confident and independent learners as they make choices supported by good quality teaching by staff. Toddlers learnt about shapes as they counted the number of sides on shapes and tried to twist and turn stars and crosses into a shape sorter. This supports their physical, communication, language and mathematical development. Staff encourage children to keep trying and to have a go. They praise children for their achievements which develops their confidence and self-esteem. Staff follow children's interests and sing songs and read stories. Toddlers are encouraged to walk and explore the environment which supports their physical, personal and social development. Staff offer children opportunities to explore a range of natural materials and resources which supports the development of their senses. Children giggled when they felt a brush tickle them and soft fur on their skin. Children explored their hand movements as they turned and investigated objects, twisted and pretended to mix cakes with wooden spoons. Staff talk to the children all the time to support their language. They introduce new words and repeat words which encourages children to make sounds and start forming words.

Older children learn self-care skills in preparation for school as they are encouraged to change their clothes themselves ready for a physical education lesson. They learn to sit, listen and concentrate and follow instructions as they are involved in a range of stretching and warm up exercises and games. Children join in and enjoy the lesson which supports their communication, language and physical development. They learnt to take turns in a game of jumping beans and Sandy girl and were happy to wait and listened until it was their turn. Children recognise their names and there is a self-registration system when they enter the nursery to support children's literacy skills. Staff provide opportunities for children to learn about numbers and letters as they use a computer to practise counting and letter recognition.

Children develop in confidence as they talk in front of their friends and adults. Circle and story time supports children's learning as staff gave children the time and opportunity to talk about what they were interested in. They read a popular story about a gruffalo and learnt about rhyming and story sequences. Staff have high expectations of children; they extend their language and support them to be ready for school as the children sit and listen and are encouraged to put their hands up when they want to ask questions.

Children have lots of opportunities to play outside. They dig and play in the sand. Children carry and transport sea sponges, shells and stones in baskets which supports their physical development. Staff teach children about natural items which supports their language and they explore the sounds they can hear inside a shell. Children run around, climb, slide and rock on seesaws. They play together making relationships, exploring the environment, becoming confident independent learners. They make choices about the

resources they play with which supports their personal, social and emotional development.

Parents comment that they are happy with the progress their child is making in the nursery. They are happy with the care they receive and with the information to support their child's learning at home. The nursery has a lending book library and children are encouraged to take books home and share them with their parents. This supports the children to develop independence and start to take responsibility for their own learning.

### **The contribution of the early years provision to the well-being of children**

Staff build strong emotional attachments with the children in their care. They sit alongside the children to provide support and encouragement during activities. Children feel comfortable to approach staff for cuddles and affection. This supports children's personal, social and emotional development as they build positive relationships with their key person. Staff speak warmly to children of different ages using language that they understand and follow children's interests so that their learning is purposeful. Children feel safe and secure in this nurturing environment.

Children behave well in the nursery. Staff remind children of different ages to be kind to each other and they discuss the consequences of their actions with older children. Staff use effective strategies to support children's behaviour depending on their ages and individual needs. Staff attend behaviour management training and there is a named practitioner to provide support in the nursery so that the children learn consistent messages about behaviour boundaries and expectations. Staff provide opportunities for children to learn to share and turn take. As a result, children develop an understanding of how to manage their own behaviour and keep themselves safe.

Children of all ages have many opportunities for outdoor and indoor physical exercise. There are planned opportunities throughout the day for children of all ages to play outdoors in the three enclosed garden areas. Staff take children on regular outings to local parks.

Staff follow good hygiene procedures to protect children's health. They support children's independence by encouraging their awareness of self-care routines. Staff talk to children about using the toilet and give them choices which supports their personal, social and emotional development. Children learn to follow good hygiene practices as they are encouraged to wash their hands before and after meal times, toileting and other daily activities. They are encouraged to use tissues to wipe their own nose and put them in the bin. Children clean their teeth after lunch.

A healthy selection of food and drink is offered throughout the day and children are encouraged to make healthy choices about the food they eat. Staff sit with the children during meal times to encourage conversations and good table manners. Children have good opportunities to learn about following a healthy lifestyle and they discuss healthy foods with staff during mealtimes. Drinking water is available throughout the day in beakers and bottles for children to help themselves. However, staff do not consistently

teach the older children to develop their self-care skills and mathematical development at lunchtimes in readiness for school. Staff set the tables and children do not always have opportunities to pour their own drinks. There are also inconsistencies in clearing tables at lunchtime as not all children are encouraged to do so. Toddlers and young children are content and settle well after lunch in the calm atmosphere on low level beds so they rest as part of a healthy lifestyle.

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

The management and staff provide a secure and well-resourced environment to support children's development, safety and well-being. Children benefit from a wide range of learning experiences indoors and outdoors as staff understand and plan for the needs of each individual child. Consequently children are making good progress overall in the nursery.

An enthusiastic and dedicated manager, supported by a strong team of staff, manages the nursery. The management and staff understand their responsibilities in meeting the requirements of the Early Years Foundation Stage. Policies and procedures are in place, reviewed regularly and shared with parents. There is a designated person responsible for safeguarding in the nursery and all staff attend safeguarding training regularly. Staff understand the importance of keeping children safe and confidently explain the signs and symptoms they watch out for in order to safeguard children. They demonstrate a good understanding of the procedures to follow if they have concerns about a child to help keep children safe. Staff also understand the procedures to follow if they had concerns about the behaviour of another member of staff. Documentation and records are well maintained and easily accessible. There are good recruitment and induction procedures in place as well as ongoing supervision, appraisal and training opportunities for all staff. This helps to ensure that staff continue to be suitable to work with children. Staff are deployed effectively throughout the day and ratios are strictly adhered to to support children's needs.

Management and staff ensure that the premises are safe and well maintained. Staff follow daily risk assessment checks every morning and evening as well as ongoing throughout the day. They are vigilant in ensuring the environment indoors and outdoors is safe and secure. Separate risk assessments for all areas of the premises as well as for activities and resources ensure that children are kept safe. Outings are risk assessed and parent permissions are in place, which contributes to children's safety and welfare.

Staff use effective observations and planning to support children to make good progress and move on to their next stage of learning. The management and staff review children's progress regularly to ensure they meet individual needs and follow children's interests. The management and staff work closely with parents to support children's care and learning. Staff share information daily with parents as well as during parents' mornings. Parents are consulted on the nursery provision and there is an open-door policy so that they are able to speak to management and staff about any concerns they may have.

Parents make positive comments about the nursery staff and about the care their children receive.

The management take into account the views of staff and children in reflecting on their provision. They discuss ideas for improvements and changes during staff meetings. They set targets and identify training, documenting this in a quality improvement plan to raise standards further to improve outcomes for children. The nursery receives support from the local authority and attends meetings to network with other settings. This helps them to continue to move forward and to develop their practice.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

| Grade   | Judgement            | Description  |
|---------|----------------------|--|
| Grade 1 | Outstanding          | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.   |
| Grade 2 | Good                 | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.   |
| Grade 3 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.   |
| Grade 4 | Inadequate           | Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection. |
| Met     |                      | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.   |
| Not met |                      | There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.   |



## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY469964                                    |
| <b>Local authority</b>             | Sutton                                      |
| <b>Inspection number</b>           | 957324                                      |
| <b>Type of provision</b>           | Full-time provision                         |
| <b>Registration category</b>       | Childcare - Non-Domestic                    |
| <b>Age range of children</b>       | 0 - 8                                       |
| <b>Total number of places</b>      | 63  |
| <b>Number of children on roll</b>  | 97  |
| <b>Name of provider</b>            | Jancett Childcare and JACE Training Limited |
| <b>Date of previous inspection</b> | not applicable                              |
| <b>Telephone number</b>            | 0206 691725                                 |

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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