

Pollyanna Pre-School

Community Centre, Eskdale Road, Stoke Mandeville, Aylesbury, Buckinghamshire,
HP22 5UJ



Inspection date

Previous inspection date

23 January 2018

22 April 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The management committee does not fulfil its responsibility to ensure that new committee members follow the necessary procedures, in order for Ofsted to complete the required suitability checks.
- Although staff know their key children well, not all staff are aware of other children's precise next steps in learning when working with them, to maximise children's learning at every opportunity.
- Staff do not challenge older children to gain early literacy skills, for example, to practise writing for a purpose.

It has the following strengths

- Staff provide good opportunities for children to develop their mathematical skills. For example, children build constructions and demonstrate a growing understanding of shape and size.
- Children make choices in what they want to do and are confident to express their views. They take pride in their achievements and enthusiastically show others their completed tasks.
- Parents speak positively about the setting. They say staff gather detailed information about their children's care needs and capabilities before they start and share regular information about their progress.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- | | |
|---|------------|
| ■ ensure that all committee members understand their roles and responsibilities to provide Ofsted with the relevant information to enable suitability checks to be completed. | 13/02/2018 |
|---|------------|

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

- strengthen the systems for sharing up-to-date information on children's next steps in learning with all staff working with them
- challenge older children to gain the skills they need in preparation for early writing.

Inspection activities

- The inspector took into account the views of parents spoken to on the day.
- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector conducted a joint observation with the manager.
- The inspector held discussion with the manager, children and staff at appropriate times during the inspection.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training records, records for children and evidence of the suitability of staff.

Inspector
Jane Franks

Inspection findings

Effectiveness of the leadership and management requires improvement

Arrangements to follow the correct procedures for new committee members are not fully effective. This is because the committee members do not understand their responsibility to provide Ofsted with the necessary information to carry out the required suitability checks. However, they do not have unsupervised access to children. Safeguarding is effective. Staff understand their responsibilities to keep children safe and know how to report any concerns they have about children's welfare. The manager seeks the views of parents and staff, and reflects on the provision to make improvements. For example, children enjoy further play experiences and make marks. However, staff do not consistently inspire older children, for example, to develop the skills they need to support their emerging writing skills. The manager monitors staff practice and offers professional development opportunities to help enhance outcomes for children. For example, staff have increased their understanding of how to manage children's behaviour.

Quality of teaching, learning and assessment is good

Staff work with other professionals to support children who have special educational needs and/or disabilities. They regularly observe children and assess their development. However, the individual needs of all children are not clear to all staff. Nevertheless, staff swiftly identify any areas where children need more support and use any additional funding effectively to help children catch up. Staff provide good opportunities for children to be creative. For example, children enjoy painting with sponges and explore colour. Staff support children's communication skills well. For example, children become familiar with signs and pictures to help them express themselves.

Personal development, behaviour and welfare are good

Staff provide a welcoming environment, children are happy and come in confidently. They develop positive values throughout their play and learn to share and recognise how others feel. Children develop secure independence skills. For instance, they learn how to serve themselves food at snack time and how to tidy away. Children gain an understanding of how to keep themselves safe. For example, they take calculated risks and learn to balance, move across, under and through a range of apparatus.

Outcomes for children are good

Children are curious and independent learners. For example, they show good imagination and enthusiastically create a crash scene. They use language well and engage adults into their play. Children learn to recognise their name and confidently use numbers. They behave well, are sociable and develop good self-care skills. Children gain a good range of skills to support their future learning, including their move to school.

Setting details

Unique reference number	140849
Local authority	Buckinghamshire
Inspection number	1089600
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	32
Name of registered person	Pollyanna Preschool Committee
Registered person unique reference number	RP904880
Date of previous inspection	22 April 2015
Telephone number	07746750945

Pollyanna Pre-School registered in 1992. It operates from the Community Centre in Stoke Mandeville. The pre-school opens five days a week during school term time. It is open Monday, Tuesday, Thursday and Friday from 9.15am to 2.45pm, and on a Wednesday between 9.15am and 12.15pm. The pre-school is in receipt of funding to provide free early education for children aged two, three and four years. There are nine staff who work with the children, eight of whom have early years qualifications.

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.

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