

# Pollyanna Day Nursery

47 Park Lane, Carshalton, SM5 3EE



<b>Inspection date</b>	12 February 2018
Previous inspection date	18 August 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
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 is good

- The manager is dedicated to her role and demonstrates a good vision for the nursery. She provides staff with support and training opportunities to enhance their practice and skills. For example, staff have attended training to improve their understanding of how to support children with different learning needs more effectively.
- The manager and staff work with parents and other professionals closely, for instance, to support children who have special educational needs (SEN) and/or disabilities. Parents speak highly of the nursery and find that their children make good progress from their starting points.
- Staff form warm relationships with the children to support their emotional well-being.
- Staff have current first-aid knowledge that enables them to deal with children's accidents. They deploy themselves effectively, including outdoors, to help keep children safe. Staff are vigilant in their supervision of children.
- Staff check all areas of the premises regularly, inside and outside, to help minimise accidents. They encourage children to manage age-appropriate risks to build on their confidence and self-belief. Children develop independence in looking after themselves.

### It is not yet outstanding because:

- At times, staff do not make the best use of opportunities to build on children's ideas and thoughts. They are sometimes too quick to find solutions for the children during play.
- Staff do not organise the daily routines as effectively as possible. Sometimes, they interrupt children's activities, which disturbs their enjoyment and concentration.

## What the setting needs to do to improve further

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

- support staff in further challenging children to develop their own thoughts and ideas and to solve problems for themselves
- review the organisation of daily routines to minimise interruptions to children's activities and fully support their enjoyment and learning.

### Inspection activities

- The inspector reviewed the nursery's self-evaluation and discussed with the manager how she uses this to target improvements. She spoke to staff and interacted with children at appropriate times.
- The inspector had a tour of the nursery with the manager. She observed the quality of teaching during activities indoors and outdoors.
- The inspector checked documents relating to the suitability and qualifications of staff. She discussed with the manager the nursery's safeguarding procedures, risk assessments, accident procedures and assessments of children's progress.
- The inspector spoke to parents to obtain their views about the nursery.
- The inspector carried out a joint observation with the manager.

### Inspector

Marisol Hernandez-Garn

## Inspection findings

### Effectiveness of the leadership and management is good

The manager is a self-reflective leader. She evaluates the quality of the provision rigorously to maintain the good standards. For example, she has reviewed the outdoor learning experiences to support children who prefer to play in the natural environment. Safeguarding is effective. The manager and staff are fully aware of current and wider child protection issues. They are confident about what to do should they have any concerns about children's welfare. The manager maintains confidentiality and ensures any online information is secure to help keep children safe. She monitors any changes in staff's circumstances and checks their ongoing suitability to work with children. The manager and staff are confident about referring any safeguarding matters to relevant agencies. The manager knows the events that must be notified to Ofsted.

### Quality of teaching, learning and assessment is good

Staff make good use of their accurate observations and assessments to plan a wide range of activities that motivates children to learn. For example, babies explored dough enthusiastically using their hands. During this activity, staff engaged well with children and introduced words, such as 'squeezy', to develop their language skills. In addition, staff read stories and sing songs to extend children's vocabulary. Children develop their imagination effectively. For instance, older children were busy experimenting with toy bricks while others practised 'cooking' in the role-play area. Staff teach children about the world around them. For example, babies made 'a fish collage' in celebration of the Chinese New Year and older children are learning to count in English and Spanish.

### Personal development, behaviour and welfare are good

Staff support children's health and welfare effectively. For example, they follow the strict procedures for recording children's accidents and the administration of first aid. Staff share information with parents as required. Children are happy and keen to learn. For example, outdoors babies explored and observed their surroundings with delight. Toddlers practised their running skills confidently and took part in a 'traffic light' game, to help develop their balance and agility. Staff are positive role models and they use effective ways to help children to behave well. For example, they talk to children about their expectations, reminding them to play cooperatively and to share and respect their toys. They teach children to manage things for themselves, such as during mealtimes.

### Outcomes for children are good

All children, including those who have SEN and/or disabilities, develop important skills that they need for the next stage in their learning. Older children learn to recognise letters and link them with the sounds they represent. They listen to stories intently and respond confidently. Toddlers learn about numbers and colours, such as through songs and rhymes. For example, during play children had lots of fun counting, building and comparing props, and said, 'Look, it is tall. It is taller than the ceiling!' They are pleased with what they know and can do. Overall, children are independent and grow in confidence. They are well prepared for their future learning, including school.

## Setting details

<b>Unique reference number</b>	EY469964
<b>Local authority</b>	Sutton
<b>Inspection number</b>	1071632
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	70
<b>Number of children on roll</b>	83
<b>Name of registered person</b>	Jancett Childcare and JACE Training Limited
<b>Registered person unique reference number</b>	RP900822
<b>Date of previous inspection</b>	18 August 2014
<b>Telephone number</b>	02086474988

Pollyanna Day Nursery registered in 2014 and is located in Carshalton, Surrey. The nursery is privately owned by Jancett Childcare and JACE Training Ltd. It is open from 7.30am to 6.30pm, all year round, except for bank holidays and a week during the Christmas holidays. The nursery employs 14 members of staff, including the manager. Of these, one holds an early years qualification at level 6, two at level 4, seven at level 3 and two at level 2. The nursery is in receipt of funding to provide free early education for children aged two, three and four years.

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