

Pollyannas Day Nursery

Macclesfield Road, Prestbury, MACCLESFIELD, Cheshire SK10 4BN



Inspection date	10 October 2018
Previous inspection date	24 April 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

The provision is inadequate

- The provider does not implement her safeguarding policy effectively. She has failed to follow the local authority guidance on reporting allegations made against a member of staff. She has not informed Ofsted of significant events, in relation to allegations and changes to the premises. This places children's safety and welfare at significant risk.
- The provider does not ensure that staff have Disclosure and Barring Service checks or suitable references before allowing them unsupervised contact with children. Furthermore, staff are not asked to disclose information that may affect their suitability to work with children.
- Where staff do have Disclosure and Barring Service checks, the provider does not record all required details, such as the issue date and who obtained the check.
- The provider who is also the safeguarding lead, has not received up-to-date child protection training. She does not ensure that all staff, in particular new staff have a suitable understanding of the settings safeguarding policy. Consequently, staff have a poor understanding of the potential indicators of abuse and how to report concerns.
- Staff deployment arrangements during staff lunch breaks are inadequate and unsafe.
- The provider does not offer staff regular supervisory sessions, coaching or targeted professional development opportunities. Additionally, new staff are not offered induction training. This impacts on the overall quality of the provision.
- The quality of teaching is inconsistent. Not all staff demonstrate a good understanding of how to promote children's learning and to engage them in challenging experiences.
- Arrangements to enable parents to contribute to initial assessments are not effective. Staff lack knowledge about what new children know and can do and what they need to learn next. Not all children make the progress that they are capable of making.

It has the following strengths

- Children form secure relationships with staff. They are happy and settled and their behaviour is suitable in relation to their age.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure that an effective safeguarding policy and procedure is implemented in line with Local Safeguarding Children Board guidance, to ensure that a prompt referral is made in the event of an allegation being made against a member of staff	09/11/2018
ensure that the lead practitioner for safeguarding attends a child protection training course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect	09/11/2018
ensure that all staff understand the settings safeguarding policy, with particular regard to identifying the indicators of abuse and neglect and how to respond in an appropriate way	09/11/2018
implement effective systems that ensures all staff are suitable to work with children, including obtaining a Disclosure and Barring Service check, appropriate references and discussions regarding disqualification	09/11/2018
ensure that staff who do not hold a Disclosure and Barring Service check are not left unsupervised with children	09/11/2018
ensure that all staff receive induction training to help them to understand their roles and responsibilities	09/11/2018
ensure that effective arrangements are in place for the supervision of staff, which provides coaching and training to enables them to fully understand how to promote children's welfare and learning	09/11/2018
ensure staff are deployed effectively during the lunch time periods so that children are adequately supervised and their needs are met	09/11/2018
improve knowledge and understand of significant events which must be reported to Ofsted, with particular regarding to an event which is likely to affect the suitability of any person who cares for, or is in regular contact with children and changes to the premises.	09/11/2018

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

	Due date
Ensure that all staff understand how to engage children in challenging and positive experiences, in order to maximise their learning.	09/11/2018

ensure that systems to gather information from parents about children's prior skills and knowledge when children first start are implemented and that staff have a suitable understanding of how to plan for children's next steps in learning	09/11/2018
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Inspection activities

- The inspection was carried out as part of a risk assessment process, following information received by Ofsted.
- The inspector observed two planned activities and evaluated the teaching with the provider.
- The inspector observed the quality of teaching and interactions indoors and outside and assessed the impact this had on children's learning.
- The inspector held a number of discussions with the provider. She reviewed a range of documents, including checking evidence of the suitability of staff working on the premises.
- The inspector spoke to parents on the day of the inspection and she took account of their views.

Inspector

Savine Holgate

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is inadequate. The provider who is also the manager, does not monitor the quality of the setting adequately. There are several breaches of the safeguarding and welfare requirements that pose a significant risk to children's safety and welfare. Following an allegation of abuse made against a member of staff, the provider did not follow her safeguarding policy and the local authority guidance for reporting procedures. The provider has not met her responsibilities in relation to notifying Ofsted of significant events. She did not report the allegation to Ofsted and has made changes to the premises and failed to make a notification. The provider does not consistently implement safe recruitment processes. She does not apply for Disclosure and Barring Service records in a timely manner and does not always seek appropriate references. Furthermore, she does not ask staff to disclose information that may make them unsuitable to work with children and staff are unaware of this requirement. Occasionally, the provider allows staff whose suitability has not been checked to have unsupervised contact with children. For example, during the inspection, staff are observed supervising sleeping children in a room alone. Where staff do hold a Disclosure and Barring Service check, the provider does not record all the required information. New staff are not adequately prepared for their roles. For instance, the provider does not offer staff induction training, including ensuring that they understand the safeguarding policy. New staff have a poor understanding of how to identify and respond to child protection concerns. That said, staff do understand the settings mobile telephone policy. The provider does not ensure that she receives child protection training, as required to be the safeguarding lead for the setting. The provider does not offer staff regular supervisory sessions and although staff do access some training, this is not targeted to their specific training needs. Despite this, the provider does hold some informal discussions with staff relating to children's progress. She has a suitable understanding of how to identify gaps in children's learning. Despite exceeding minimum staffing ratios, the provider does not consider effective deployment during staff lunch breaks. For example, she regularly sends the majority of staff, for lunch, at the same time, leaving minimal staff to supervise the children. On the day of the inspection, the inspector had to intervene and alert the provider to a one-year-old child that had climbed onto a table. The provider does ensure that there are enough staff qualified in first aid and accidents are recorded appropriately.

Quality of teaching, learning and assessment requires improvement

Not all staff offer children an appropriate level of challenge. For example, during story time, staff ask three-year-old children to repeat simple words, such as 'cat and moon'. Older children lose interest quickly and this impacts on their motivation. Staff do not ask parents for enough information relating to children's development when they first start and wait for a number of months to complete children's initial assessments. Therefore, they do not have a good enough understanding of what children need to learn next. That said, some staff offer children enjoyable experiences that promote their learning and development well. For instance, staff engage one-year-old children in exciting sensory experiences. Children delight as they use their hands to explore foam. Children watch staff as they model language and make positive attempts to copy the words that they hear. This helps to promote their speaking skills further. Staff working with older

children engage them in painting activities. Children paint pine cones and carefully move them around the paper to create a pattern. This helps children to develop their physical skills and coordination as well as enhancing their understanding of colour changes. Staff offer support for parents to continue children's learning at home in a range of ways.

Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and management impact significantly on children's welfare. Despite this, the premises are secure and hygienic. Children's physical well-being is suitably supported. Children enjoy healthy meals and access fresh drinking water. Children of all ages demonstrate high levels of self-esteem. For instance, one-year-old children clap at their achievements and smile as staff offer them praise.

Outcomes for children require improvement

The inconsistencies in teaching and initial assessments impact on children's ability to make consistently good progress. However, children are developing some of the key skills that they need for school. For example three-year-old children enjoy practising writing their names and are starting to form recognisable letters. Younger children develop effective listening and attention skills. For instance, they listen as staff sing songs and demonstrate confidence as they start to join in with the actions and words.

Setting details

Unique reference number	305254
Local authority	Cheshire East
Inspection number	10080712
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	
Age range of children	0 - 11
Total number of places	51
Number of children on roll	67
Name of registered person	Pollyannas Day Nursery
Registered person unique reference number	RP524670
Date of previous inspection	24 April 2014
Telephone number	01625 820909

Pollyannas Day Nursery registered in 1995. The nursery and out of school facility operates from designated rooms within the village hall. The nursery is open Monday to Friday from 7.30am until 6pm, all year round with the exception of bank holidays. The nursery employs 10 members of childcare staff, of these, one holds qualified teacher status, one holds an appropriate early years qualifications at level 6, four hold an appropriate early years qualification at 3 and four staff are unqualified.

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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