

Pollyannas Day Nursery

Macclesfield Road, Prestbury, MACCLESFIELD, Cheshire, SK10 4BN

Inspection date	24/04/2014
Previous inspection date	08/01/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 are safe in an environment that is secure and well maintained. Staff have a good understanding of all aspects of safety and how to safeguard children.
- The setting works extremely well to support the needs of children through strong relationships with parents, local schools and other professionals to ensure that children are emotionally well prepared for their future learning.
- The quality of teaching and learning is good; staff have high expectations and are good role models. Consequently, children make good progress from their starting points.
- Children's communication skills are well supported, therefore, they are self-confident, enthusiastic and motivated learners.
- Children's good health is protected; meals and snacks are varied and nutritious and children enjoy daily exercise outside in the fresh air.

It is not yet outstanding because

- Opportunities to build on children's independence are not maximised to their full potential, particularly within the after school club.
- Not all children have consistent opportunities experience natural resources and real objects in order to further develop their understanding of the world.

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 completed a joint observation.
- The inspector held discussions with the manager and talked to staff at appropriate times throughout the inspection.
- The inspector observed and talked to children as they played and interacted with each other and members of staff.
- The inspector looked at a wide range of documentation.
- The inspector talked with parents and carers, viewed completed questionnaires and took their views into account.

Inspector

Margaret Foster

Full report

Information about the setting

Pollyannas Day Nursery was registered in 1995 and is privately owned and managed. The nursery and out of school facility operates from the village hall within a residential area of Prestbury, Cheshire. The nursery have access to designated areas within the hall and the associated facilities. The children have access to an enclosed outdoor play space. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are a total of 67 children on roll, of whom 37 are in the early years age group. The nursery provides funded early education for three- and four-year-old children. The setting offers care for children with special educational needs and/or disabilities. The provision is open Monday to Friday from 7.30am to 6pm, for 51 weeks of the year, with the exception of bank holidays. Care is also available on Saturdays by request. The nursery employs eight members of childcare staff, of these, one holds a National Vocational Qualification at level 4, five hold appropriate early years qualifications at level 3 and two staff are studying for a level 3 qualification. The provision receives support from the local authority.

What the setting needs to do to improve further

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

- promote children's sense of independence and responsibility in the after school club, for example, by encouraging them to organise and set up their own snack time
- extend children's sensory experiences in the pre-school room, for example, by providing a wider range of natural resources and real objects for them to use.

Inspection judgements

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

The staff establish secure partnerships with parents and gather appropriate information about the children, which enables them to plan effectively for children's learning. Staff know the children well and demonstrate a comprehensive knowledge of how children learn and develop. Consequently, children make good progress in their learning. Children's assessment records show photographs and written observations of them taking part in a broad range of activities and document their progress through regular written summaries of their learning. Parents contribute to the record and are regularly kept up to date with children's progress through daily lines of communication from the nursery and their child's key person. Careful observations of children's interests informs detailed planning that the children will enjoy. Consequently, children are enthusiastic and motivated learners. For example, older children have incubated hens' eggs and watched them hatching into chicks, learning about the life cycles of animals. Parents report that the children are

excited to get to the nursery each day, to see the chicks' progress. Educational programmes draw on children's observed needs and are also directed by the staff, using topics, such as celebrations and exploring festivals to develop children's knowledge of diversity and the wider community around them. Teaching is rooted in a good knowledge of how children learn. Consequently, visits to the local library and the park and the use of information and communication technology, effectively extend and enhance opportunities for learning.

Children's communication is supported exceptionally well by the quality interactions and role modelling of the staff. They get down to the child's level and listen carefully to what the children say. They then redraft sentences and repeat words to make understanding clear. Staff skilfully question children to extend and challenge their learning and as a result, children are learning about problem solving and critical thinking. For example, staff refer to children's prior learning, modelling looking at the features of real caterpillars, to support children's new learning when making caterpillars from threads and beads. Children learn mathematical language as they decide which are the longest and shortest strings. Children's number knowledge is enhanced as they are encouraged to count the beads. Staff extend this activity to offer further challenge, by asking children about such concepts as one more, or one less. Activities are purposeful and challenge children at the appropriate level for their age and stage of development, therefore, they make good progress in their learning.

Babies and toddlers use treasure baskets and explore sensory and natural materials, thriving in the cosy environment. There is scope, however, for older children to experience more natural and sensory resources in the environment and for them to handle real and natural objects in order to explore and learn more about the world around them.

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

A flexible settling-in process, adapted to individual children's needs ensures that children feel safe and secure in the setting and are confident to express their preferences. The staff gather comprehensive information about the children from their parents to ensure that they quickly identify each child's needs. Consequently, children are happy to learn and form close attachments with their key person, who is knowledgeable about their likes and dislikes. The strong relationships result in babies who spontaneously snuggle in for a cuddle or for comfort when they are tired or upset. Children's behaviour is good and well managed by the staff using methods of positive praise and encouragement. Clear and consistent expectations are communicated to the children and the good role modelling of the staff ensures that children follow their lead. Staff are enthusiastic and make learning fun, consequently, children are excited and motivated to learn. For example, at hand washing time before lunch, children match rhyming pictures and the staff make corresponding animal noises and give clues to support children's learning. They prompt children about using the soap to make sure that their hands are clean and to support children's independence in self-care. Nappy changing procedures are carried out in line with statutory requirements to ensure that there is no risk of cross-infection to children.

Children enjoy daily fresh air and exercise and are learning to take risks safely through

climbing and riding on a variety of vehicles. They develop their physical skills and stamina. Children's good health is promoted by the healthy choices offered at meal times and snack times. Consequently, they are learning life skills of regulating portion sizes and a healthy lifestyle. Children's independence is supported, for example, through the organisation of resources in drawers with photographs. Children can confidently select and replace resources in the correct place. Younger children help with the setting out of the plates and cutlery for lunch and are learning a sense of responsibility and building their confidence. However, for the children in the out of school club there is scope to develop their confidence and independence further by engaging them in the preparation and serving of snacks and drinks.

Resources are of good quality and reflect a multicultural society, raising children's awareness beyond their own experiences and teaching them about tolerance of differences. Children are learning social skills as they play with their peers and take turns, considering the needs of others. Children are emotionally well prepared when the time comes to move on to other settings due to the strong relationships with other providers and the wider community.

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

Children's safety and welfare is very well promoted and staff are knowledgeable about safeguarding and keeping children safe. Staff are able to identify signs of abuse and know the correct procedures to follow to report concerns, therefore, children's safety is promoted at all times. For example, detailed risk assessments are carried out on a daily basis of the environments used by the children and for the walking bus children take part in from school and other outings. Staff are vigilant in the supervision of children to help ensure their safety and in meeting the required ratios.

Detailed and comprehensive policies and procedures, which meet the requirements of the Statutory framework for the Early Years Foundation Stage are shared with parents and applied throughout the nursery. Partnerships with parents are strong and established, daily communication ensures that they are kept up to date with their child's progress. Parents report their views through verbal feedback and questionnaires about the nursery. They comment freely on their high regard for the staff. Their views are used to inform self-evaluation and to make improvements in the nursery to ensure that children's experiences are of good quality. Relationships with other professionals and the wider community are well established, which ensures that appropriate interventions to support children's learning can be sourced and children's individual needs met. Therefore, children make good progress from their starting points and are well prepared for the next stage in their learning. Planning is monitored each week to ensure that the teaching programmes are broad and cover the seven areas of learning. Children's assessments are detailed and accurate and document their good progress, staff constantly strive to improve them by evaluating and refining their practice.

The manager ensures that she supports less experienced staff and is always hands on in

the rooms, providing an excellent role model. She is able to monitor practice and ensure the quality of teaching remains high. New staff and trainees are shadowed for an agreed length of time so that teaching standards are consistently sustained. She understands her responsibility to train staff and all staff are trained in paediatric first aid. This ensures that staff are well equipped to deal with an emergency. The recording and reporting of accidents is thorough and children's safety is effectively promoted. Staff receive supervision every six weeks and areas for development and their strengths are accurately identified. This has a positive impact on the children's experiences. Induction and recruitment procedures are robust, therefore, helping to ensure that the people who work with the children are suitable. The manager knows what action to take in the event of a member of staff not meeting the required standards and is well informed about the correct procedures to deal with an underperforming member of staff. All legal requirements are met and a great deal of work has been completed to address the recommendations made at the last inspection in order to improve 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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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

Unique reference number	305254
Local authority	Cheshire East
Inspection number	876739
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	27
Number of children on roll	67
Name of provider	Pollyannas Day Nursery Ltd
Date of previous inspection	08/01/2010
Telephone number	01625 820909

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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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