

Pollyanna Day Nursery

Inspection report for early years provision

Unique reference number	139947
Inspection date	23/02/2009
Inspector	Helen Deegan
Setting address	47 Park Lane, Carshalton, Surrey, SM5 3EE
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Pollyanna Day Nursery is one of five childcare settings run by the Jancett group. It opened in 1972 and operates from four rooms in a single-storey converted building situated in a residential area in Carshalton, Surrey. Children have access to three outdoor areas, one of which is specifically for the under two's. The nursery is open from 07.30 to 18.15 Monday to Friday all year round with the exception of Christmas and bank holidays.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 60 children may attend at any one time. There are currently 71 children aged from six months to five years on roll. Children attend on a full or part time basis. The nursery provides for children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

There are fifteen members of staff including the manager, a cleaner and a cook. Ten of the staff hold appropriate early years level 3 qualifications and the manager has a level 4 qualification. The nursery provides funded early education for three and four year olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's individual learning needs are well supported by the effective system for observation, assessment and planning. Staff provide an enabling environment in which children can independently access a good range of activities. Manager's self evaluate the provision and identify areas in which they aim to improve. Children's behaviour is managed positively so that their behaviour is generally very good. Children benefit from the settings approach to diversity. Different culture, language, disability and religion are positively reflected within the resources and activities and staff use appropriate strategies to ensure that children who speak English as an additional language are fully included within the setting.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the outdoor area to provide greater opportunities for children to explore and learn about the natural world
- ensure that all staff are supported to develop skills in asking open ended questions which encourage children to think.

The leadership and management of the early years provision

Managers carry out detailed self evaluation and have implemented an effective system for planning which meets children's individual learning needs. Each child has a key person which helps to ensure that they are well supported in the setting.

Staff: child ratio's are easily met and more than half of the staff team are qualified. Regular staff meetings are held and staff have annual appraisals where training needs are identified. Staff have good opportunities to attend ongoing training. All of the required policies and documentation are in place and maintained up to date.

Parents are well informed about the setting via newsletters, notice boards, parent's open days and a magazine which is produced by the owners of the nursery. They are asked to provide details about their child's care and development needs when starting at the nursery so that staff are able to appropriately meet their child's needs. Staff participate in link group meetings at other settings that the children attend to ensure that information is shared and children's needs are consistently met.

Children's safety is protected because seven staff have first aid training and all staff have a clear understanding of their responsibilities with regard to child protection. Furthermore, staff are effective in maintaining a safe clean environment.

The staff team interact warmly with the children, joining in with their activities and providing good support. They are responsive to the children's needs. For example, a staff member quickly recognised that a child had become too tired to eat their lunch and settled him gently on his bed for a sleep. She arranged for his meal to be stored safely and offered it to him when he woke. Room leaders and some other staff talk to the children during play and ask questions which encourage the children to think. However, some staff are less skilled in speaking to the children in this way and do not effectively encourage children's developing language skills. Children behave well because staff speak positively to them and praise their efforts and achievements.

Children learn about diversity as they play with a range of resources which provide positive reflection of race, culture, language and disability and celebrate a range of religious festivals. Staff liaise with parents of children who speak English as an additional language to ensure that they have key words which help them communicate with the child and meet their needs as fully as possible.

The quality and standards of the early years provision

Children have good opportunities to progress across all areas of learning. Staff record observations of the children and use the information effectively to inform their planning so that children's individual learning needs are supported. Children's own art work is valued and displayed along with posters, photographs and

information for parents. This helps to create a welcoming environment. A wide variety of good quality, age appropriate equipment is presented accessibly to the children. This enables them to make choices and independently select activities. Staff work together very well as a team, they communicate well and support each other during daily activities.

Children learn about the world and nature via outings to local places of interest such as the park and library. They also grow plants and enjoy topics such as 'growing and living'. They have regular access to a range of activities in the safe, well resourced outdoor play areas. However, the outdoor area provides limited opportunities for children to explore and learn about the natural world. Children enjoy climbing and balancing on the climbing frame, rockers and wheeled toys which helps promote their physical development. They have excellent opportunities to learn about information technology as they use compact disc players, computers and the interactive 'Smart' board. Children speak confidently to staff and each other, they handle books appropriately and enjoy singing at group times. They draw pictures to represent images, for example, one child carefully drew a picture of a pumpkin and then wrote her name at the top.

Children's health is promoted by the range of nutritious meals and snacks that they receive. Staff complete thorough risk assessments and take appropriate steps to ensure safety on outings. They are vigilant in maintaining a secure, clean environment in which children can play safely. Therefore children's welfare is protected.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.