

# Pollyanna Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	511274
<b>Inspection date</b>	17 September 2007
<b>Inspector</b>	Michele, Karen Beasley
<b>Setting Address</b>	Lindford Church Hall, Chase Road, Lindford, Bordon, Bordon, Hampshire, GU35 0RG
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<b>Registered person</b>	Pollyanna Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Pollyanna Pre-School has been registered since 1992. It is a privately run group. The pre school is located in Lindford church hall and serves the local community.

The group is registered to provide 22 places for children aged two to five years. There are currently 35 children on roll. This includes 20 funded children. Children attend for a variety of sessions. The provision welcomes children who have learning difficulties and/or disabilities and those for whom English is not their first language, presently there is one child attending.

The setting opens five days a week during school term times. Sessions are from 09:15 until 12:15 on Monday to Friday. This is extended to 15:15 on Wednesday for older children and 15:15 on Thursday for younger children, when the children bring a packed lunch.

There are eight members of staff working at the setting on a part time basis, all are trained to NVQ level 3. The majority of staff are first aid trained. The setting receives support from a teacher mentor, and attends local Cluster group meetings. The group also receives support and advice from other agencies. The group is an accredited provision.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children understand the importance of good self-care skills as they wash their hands at appropriate times. They talk about why they need to wash the germs away and how these can spread if they do not follow good hygiene routines. Children are beginning to understand the importance of healthy eating through daily discussions, healthy topics and stories. They use snack times as a social time, talking about which types of food are good for the children such as apples and encourage the use of good manners. A child is chosen to put out the correct number of cups for the children. The children are encouraged to pour their own drinks, however the snack is prepared which does not give the children the opportunity to develop their independence at these times.

Practitioners are fully aware of the systems to record all accidents and the administration of medication, helping to keep the children healthy and ensure the parents are well informed. Parents sign all records to acknowledge the entries. They give written consent for emergency medical treatment and for medication to be administered. The manager ensure that there is always several members of staff on site with current first aid training. This ensures the children will receive immediate treatment in the event of an accident.

Children have ample opportunities to develop their large muscle skills. They are able to free-flow to the garden area most of the day and the highly effective deployment of staff ensures children remain safe. Children relish moving around in toy cars and ride trikes expertly manoeuvring themselves around each other. Children develop their fine motor skills and competencies as they manipulate the mouse on the computer and use a wide range of tools with the play dough. They enjoy participating in music and movement rhymes and move around the setting with imagination, pretending to be police officers.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children arrive to a warm and welcoming environment. Their work is displayed attractively and resources and activities are at child-height enabling children to access them independently. Equipment and furniture are age and stage appropriate for the children attending. Children gain a sense of responsibility and an understanding of how to keep themselves safe as they are encouraged to help tidy up and respect their environment.

All doors are kept secured to ensure children remain safe and protected. Staff ensure visitors sign in the visitors' book to ensure they are accounted for in an emergency and to keep the children in their care safe. The preschool staff practise the fire drill with the children regularly and discuss with them the importance of doing so to ensure they are fully knowledgeable about what to do if a fire occurred.

Children are well protected by staff who have a clear understanding of child protection procedures and know how to protect themselves against any allegations which may be made against them. Parents can access information about the pre-school's child protection policy from the folder provided. Secure systems are in place to ensure children leave with adults who are known to practitioners and details are obtained from parents regarding who can and cannot collect their child, which contributes to ensuring children's safety.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Practitioners have very good knowledge and understanding of child development ensures the exciting range of activities and experiences provided are suitable for all children within the setting. They plan a good stimulating curriculum for funded children and use the Birth to three matters framework well for younger children. The preschool provide settling-in visits for parents and children to ensure the smooth transition from the main carer to the setting. They give parents verbal and written advice to help them to settle their child at pre-school.

Staff interact at child level with the children and offer lots of praise and encouragement. In the 'opticians' children look at themselves in a mirror whilst trying on different glasses. They enjoy exploring the outside area as they move themselves around in toy cars and pedal trikes. Children have opportunities to interact with the computer and can access this at their own level as the pre-school provide programs suitable for the different ages of children at the setting. Children who become tired or want to rest can relax on the sofas and listen to or look at the range of storybooks.

Nursery education.

The quality of teaching and learning is good. Children are making good progress in all areas of learning because of the practitioners knowledge of their individual needs. Practitioners provide an environment where children have a wide choice of practical activities set out for them. Children's work is valued and used for display purposes, providing a very colourful and stimulating environment. Plans cover all areas of learning and identify clear learning intentions for activities. However, the evaluation of activities needs developing, to determine the children's individual progress. Observations of children's progress are ongoing, all practitioners record individual achievements clearly and they collate the information to inform the curriculum.

Children are happy, enjoy the activities on offer and have a positive attitude to learning. They play very well together and develop good relationships. They understand that the provision has rules and boundaries. Children use language to organise their play, for example, when playing with the playdough they talk about making round cakes and sausages. They enjoy circle rhymes and play musical instruments enthusiastically. The majority of children are able to listen attentively at whole group story time.

All children have opportunities within the environment to explore emergent writing. Evidence shows that children are beginning to recognise the shapes of letters as they take part in phonics activities or talk about the letter of the week. Children are gaining confidence in using one handed tools such as paintbrushes and pencils and some can begin to write their own names.

Children develop a good sense of number, shape and measurement through purposeful play and everyday activities. They measure themselves on a height chart and record the amount of rainfall on graphs from the rainfall gauge outside. All children are encouraged to count during everyday activities such as counting real money in the role play till. They use mathematical language such as 'heavy' and 'heavier' as they fill different sized bowls with hard pasta. Children have access to number puzzles and enjoy moving the hands on the clock displayed at their level. All children count and calculate on a daily basis at welcome time, identifying the number of the month and day of the week. Children use language well to communicate. They are confident to initiate conversations with adults and each other. They learn songs and recite

numbers up to 10. They are able to recognise simple shapes such as triangles, circles, rectangles and squares.

Children care for and learn about their local environment through planting sun flower seeds, broad beans and tomato plants. They enjoy visitors to the setting, such as the fire bridge, and go on visits to the local park and mill. Staff plan exciting topics which enable children to develop a good understanding of other countries, cultures and celebrations. This includes children taking the pre-school toy squirrel away with them, and on return sharing information about the country or place he or she has visited. Evidence shows that children try Chinese food at Chinese New Year. Parents from other cultures are welcomed into the group to read stories in their native language and to cook foods from their country. Children receive good opportunities to use simple electronic equipment such as an audio recorder, calculators, telephones, electronic toys and a lap-top to complete simple programmes to support their learning. They use magnifying glasses to look at mini-beasts and flowers in the outdoor area and enjoy craft activities such as painting self portraits.

### **Helping children make a positive contribution**

The provision is good.

Children have a very positive attitude towards themselves and one another and recognise the need to share and take turns when involving themselves in each others' play. They show concern for one another and respond sensitively when a new child in the group becomes unsettled. Children's behaviour is extremely good. They understand the difference between right and wrong and respond well to the extremely clear and consistent boundaries set by practitioners. They learn about the world around them exploring different festivals and countries such as Australia. These are linked to discussions and activities. Consequently, children begin to recognise and value the similarities and differences between themselves and others. This positive approach fosters children's spiritual, moral, social and cultural development.

The setting supports children with learning difficulties and/or disabilities and children with English as an additional language. Children are encouraged to be sensitive and show an awareness of others' needs through daily routines and general conversation.

The partnerships with parents are good, which enhances children's learning. They are well informed about what their child is involved in on a daily basis through discussions. Detailed information about topics and activities are available through regular newsletters and on information displayed. This encourages the parents to play an active role in their child's learning. Parents are given information about their child's individual progress towards the Early Learning Goals and progress reports which encourages parents to make written contributions about their children's learning, enabling them to fully contribute to their child's education.

### **Organisation**

The organisation is good.

Daily routines are well organised and run smoothly. The children move freely from one activity to another, never having to wait around. This ensures they are fully occupied and interested throughout the stimulating sessions, which has a positive effect on behaviour. The high staff to child ratios are maintained at all times and staff deployment is very effective in all areas of the setting, enabling staff to provide high quality support and supervision for all the children. The setting meets the needs of the range of children for whom it provides.

Effective procedures are in place to ensure all adults are checked and new staff complete an induction programme, ensuring children are safe. Children are well protected because most policies and procedures are implemented effectively. Paperwork and documentation is reviewed and up-dated to reflect current practice within the setting.

The leadership and management of the setting is extremely good. The provision's manager supports the practitioners exceptionally well. The supervisor is responsible for the day-to-day running of the setting and the manager is responsible for the performance and contributions of the staff team. Clear roles and responsibilities are defined, enabling each member of the team to contribute fully to the running of the group. The supervisor and manager provide good support for all practitioners and are knowledgeable, offering advice and suggestions through observation and discussion to improve the quality of care and education throughout the provision.

The setting successfully assesses its own strengths and weaknesses through continually monitoring, evaluating and reviewing practice as a whole. Practitioners have appraisals which are used to identify strengths, weaknesses and training needs. The staff team work exceptionally well together, providing a highly stimulating environment for the children.

All of the practitioners are responsible for effectively monitoring and evaluating their part of the curriculum and delivery of the nursery education. However, the evaluation of activities needs developing, to determine the children's individual progress. Practitioners all contribute to the curriculum, using their key worker notes and observations to ensure they cover the short term planning. Children benefit from the very good knowledge and experience of the practitioners. They are totally committed to ensuring that the quality of care and education is continually improved for all the children.

### **Improvements since the last inspection**

At the last inspection the provider was asked to maintain all staff members contact details and keep on the premises during sessions. All staff contact details are kept on the premises during the time the pre-school is running. This ensures the safety of staff in the event of an emergency.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop opportunities for children to prepare their own snack

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve the systems to evaluate teaching and the impact this has on children's individual progress.

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