



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 509525

DfES Number: 538629

INSPECTION DETAILS

Inspection Date 19/01/2004
Inspector Name Louise, Caroline Bonney

SETTING DETAILS

Day Care Type Full Day Care
Setting Name POLLYANNA PRE-SCHOOL
Setting Address THE HOLME SCHOOL
OPEN FIELDS, HEADLEY
BORDON
HAMPSHIRE
GU35 8PQ

REGISTERED PROVIDER DETAILS

Name Polyanna Pre-School

ORGANISATION DETAILS

Name Polyanna Pre-School
Address The Holme School
Open Fields, Headley
Bordon
Hampshire
GU35 8PQ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Pollyanna Pre-school opened in 2001. It operates from a classroom within the Holme School, Headley. The school also support the group by allowing use of their hall, grounds and some equipment. Children attend from Headley and the surrounding areas of Bordon, Lindford and Whitehill.

There are currently 29 children on roll from 2½ years old to under 5 years old. This includes 15 funded 3-year-olds and 3 funded 4-year-olds. Children attend for a variety of sessions. The group supports 1 child with special needs, and 3 children who speak English as an additional language.

The group open 5 days a week during school term times. Sessions are from 08:45 until 12:00 on Tuesday and Thursday, 08:45 until 15:00 on Monday and Wednesday, and 08:45 until 12:45 on Friday. Children in their final year can stay all day, with younger children attending half-day sessions. Children bring a packed lunch when staying all day or on Friday's.

Six part-time staff work with the children. Half the staff have early years qualifications to level two or three. Two staff are currently working towards a recognised early years qualification. The setting receives support from a teacher mentor from the Early Years Development and Childcare Partnership, and from the Area Special Needs Co-ordinator.

How good is the Day Care?

Pollyanna Pre-school provides good care for children. Staff up-date their knowledge through attending workshops. Excellent use is made of accommodation and resources, and comprehensive policies and procedures help ensure the proficient running of the group. Most required documentation is in place and kept up to date. The premises provide a warm and welcoming environment for children and parents. A good range of equipment supports the well-balanced activities, and regular use is made the outside play area and surrounding school grounds.

Staff are vigilant about safety and hygiene, and routines help children develop good understanding. Staff are aware of children's individual needs and quickly ensure support is given to children with special needs. Healthy snacks and drinks are given to children, and lunchtime is a sociable occasion. Staff are aware of child protection issues and the procedure to follow but not all are trained.

Children develop good relationships with each other and the staff which help them settle well and feel secure. Staff provide an interesting and stimulating balance of activities, which children are keen to participate in and help them learn, and promote an understanding of cultural diversity. They are able to select activities from those set out, or staff provide additional resources if the children ask for them, encouraging independent learning. Staff have high expectations of behaviour which children respond well to.

The pre-school has good relationships with parents, who feel very welcome by the staff, and confident that their children enjoy attending and have their needs met. They receive well-documented information about the provision, and are aware of the policies and procedures in place. Staff share most records with parents, and they are available to exchange information verbally; work-books are taken home regularly by the children during their last year, and a written report is given when they leave the group.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff and children plan role play activities together, ensuring that they reflect the children's interests. Staff lead practical activities in small groups which give excellent opportunities for learning, and help the children persevere and concentrate. They stack boxes and cylinders inside each other to learn about size and shape, and paint to music. Staff skilfully extend children's thinking through careful questioning and talking about their activities.
- Staff are vigilant regarding children's safety and procedures are always under review. Effective systems are in place for the arrival and departure of the children, and access to the classroom, which ensure the safety of children and staff.
- Children have good understanding of basic hygiene procedures. They know when they need to wash their hands, and use the available tissues independently.
- Staff encourage good behaviour through use of explanation, praise and encouragement. Children are keen to have a sticker for being helpful at tidy-up time. They are polite, take turns, and share well.
- Children learn about each other's cultures and religions with excellent support from parents. Parents bring in objects such as wooden clogs for them to try on, and dolls in national costume. They cook national food, or sample Indian

food together at a local restaurant. They handle toys Chinese children have to celebrate the New Year.

What needs to be improved?

- sharing of children's achievement records with parents, and individual education plans for those with special needs
- documentation - keep a separate fire log, and show evaluation of fire drills
- training of key staff in Child Protection.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
6	Ensure documentation regarding fire drills and Fire Safety Officer's recommendations regarding fire log are available.
14	Develop system for sharing children's achievement records with parents.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff plan an interesting variety of practical activities, both in and out of doors, and understand what children learn from them. They have excellent questioning skills, which help children think and develop their ideas, and talk about what they are doing. Group activities are well presented, but are not always extended to provide sufficient challenge for more able children, particularly in aspects of mathematics.

Staff observe and make assessments of children's learning directly against the stepping stones which effectively ensure progression towards the early learning goals. This is a new system, and previous records are in the process of being incorporated. There is no method set up to share these clear pictures of progress with parents.

The leadership and management of the day nursery is very good. The owner effectively assesses the setting, and is continually developing the provision. She has a strong and committed staff team, who have a collaborative approach to their work, and attend training to up-date their skills and knowledge.

The partnership with parents and carers is generally good. Parents receive good information about the provision and forthcoming events. They know the focus of the curriculum, and spend time talking informally to staff about their children.

What is being done well?

- Children's personal, social and emotional development is excellent. They are confident, interested and able to work on their own. Relationships between staff, children and parents are good, and help children develop confidence and trust, and support all aspects of their learning.
- Children have good access to writing materials, and confidently use emergent writing during their activities, particularly role-play.
- Staff's clear understanding of the early learning goals leads to well planned activities which engage the children's interest. They talk to the children and question them about their activities to extend their thinking and understanding.
- Children have very good opportunities to explore shape, size and position through a range of practical activities.

What needs to be improved?

- the use of natural resources for practical activities
- the attention given to increasing children's awareness of calculation through prediction, assessment and comparison during practical activities
- the use of the outdoor area to provide more opportunities for physical play and use of large equipment
- the system for sharing of children's assessment records with parents.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Staff provide a warm and welcoming environment, and develop good relationships with the children and parents which help the children settle. Children independently select their activities from those set out, and sometimes ask staff for additional resources. Staff know them well, and give sensitive support to build their confidence. They behave well, and share equipment, listen to each other and take turns. They enjoy new activities, and support the themes with items brought in from home.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate confidently with staff, who also encourage them to listen to each other and share ideas. They enjoy looking at books independently and in a large group, but staff do not encourage them to notice print or recall the story. Children confidently use emergent writing for a variety of purposes, particularly during role-play. Some are able to correctly write the letters in their names, and can match letter sounds to each others names and objects brought in from home.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn enthusiastically about shapes, space and size through practical activities. They find squares in the environment, draw in the air with large movements, and fit cylinders inside each other. Routine tasks such as working out the date reinforce their understanding of number. Many recognise numerals up to 9, and some confidently count to 19. They learn about subtraction from 5 when singing rhymes, although there are few opportunities to predict, assess and compare number.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Staff use the outdoor area and woods well to stimulate children's interest in the natural world, although little use is made of natural materials for practical play. They talk about their locality, and changes in familiar sights, such as the nearby roadwork's, and draw play maps. They learn about each other's cultures through practical activities, which include food tasting at a local Indian restaurant, and parents visiting to share information and items of interest with the children.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are set challenges such as balancing, manoeuvring tricycles, and obstacle courses, although they do not go outside or use the hall every day or have access to climbing equipment. Children peg washing onto the dryer, hold pencils and paintbrushes, and cut playdough with a knife and fork with increasing control. They capably take care of their personal hygiene, with staff on hand to give support.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children use their imaginations in a good variety of role play situations, which they help plan. They sit in the café and share a meal with a friend, or take telephone messages in the office. Children use a range of senses through activities such as painting to music. They learn about colours and how to apply paint in a variety of ways, and draw freely with crayons and chalk. Children sing favourite rhymes, and experiment with musical instruments.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- increase the use of natural resources for practical activities
- increase children's awareness of calculation through predicting, assessing and comparing during practical activities
- increase opportunities for children to use outdoor play areas, and use of large equipment
- introduce a system for sharing children's assessment records with parents.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.