



## **Polly Anna's Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	321504
<b>Inspection date</b>	07 June 2006
<b>Inspector</b>	Rosemary Beyer
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<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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?

Polly Anna's Daycare Nursery has been registered since 1997. It is a privately owned provision situated in the village of Haxby on the outskirts of the City of York. The accommodation is comprised of two detached buildings. Most children aged from birth to three are cared for in the rear building and some of the rising threes with four-year olds in the other. Each building has its own enclosed outside area with a supply of equipment for outdoor use. Children also visit the local play areas, the

library and go for walks in the community. Office, kitchen and staff facilities are also available.

A maximum of 48 children may attend the nursery at any one time, 28 of whom may be under three years of age. Opening hours are from 07.30 to 18.30 Monday to Friday, all year round with the exception of Bank Holidays. There are currently 88 children on roll aged from birth to under five years. Of these 25 receive funding for nursery education. Children come from the village and surrounding areas. The nursery welcomes and supports children with learning difficulties or disabilities and those whose speak English as an additional language.

There are fourteen staff employed to work with the children, six of whom are qualified to level three in childcare and two to level four. In addition one has a qualification in business administration. The nursery is a member of the National Day Nursery Association and has achieved Step One of the Steps To Quality Scheme. It receives support from the development workers at the local authority. The nursery is also a member of the Wigginton and Haxby Partnerships.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children and babies are protected by good hygiene practice which is comprehensive and implemented consistently. In the baby area staff wear slippers to prevent soiling of the carpets where children sit and crawl. The nappy changing routine is well established and effective, with gloves and aprons used. Staff have a good awareness of the need to prevent the spread of infection, using antibacterial spray when preparing for mealtimes and when cleaning up spillages.

The older children are also learning to prevent the spread of germs, washing their hands after the toilet, usually without prompting by staff. They also wash their hands independently before meals and after playing with messy resources. After meals individual wipes are used to clean hands and faces, and some children clean their teeth.

A comprehensive written sick child policy is in place and made available to parents, along with details of exclusion times for infectious diseases. Written permission is obtained prior to the administration of medication, whether long or short term, and recorded appropriately. Medication is stored securely until needed.

Children are learning about the need to eat a healthy diet to keep themselves fit and well. The food provided by the nursery is well balanced and prepared on the premises. Food for babies can be prepared in line with their individual needs, with five different levels of consistency available. Both the babies and the older children eat very well, with meal times a pleasant social time. Although the emphasis is on a healthy diet, occasional treats, such as ice cream, are provided. Menus for main meals and snacks are posted on the board for parents to see, and account taken of

any special dietary needs. Snacks are also very healthy with a choice of fruit, vegetable or plain biscuit being offered each time. The children enjoy being able to choose from vegetables such as cherry tomatoes, carrot or cucumber and fruit such as grapes, apples, bananas or pears. They are able to drink water, juice or milk depending on their choice. Older children are able to help themselves to water at any time, and staff encourage younger ones to drink frequently to prevent dehydration.

Babies are able to sleep in cots, pushchairs or on mattresses depending on their needs and parents' wishes. Some older children have a sleep on a mat or sit quietly on the settee. Bedding is laundered each day. If parents wish to do so they may provide their own bedding from home.

All the children have fresh air each day, weather permitting. The babies and toddlers play on a soft surface area, with a gazebo available for hot weather when time is restricted. Children enjoy being outside and able to see their siblings, although they do not play in the same areas. Older children have free access to the outside area whatever the weather. In the summer all the children wear sun cream and hats, both brought from home. The pre-school children take their own sun cream and, with staff support, apply it themselves. In winter they wear Wellington boots and coats to enjoy fresh air in the rain and snow

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

The provision is good.

Very comprehensive safety procedures and risk assessments have been undertaken by the health and safety officer and implemented. Staff are aware they all share responsibility for their own and every one else's well-being on the premises. Safety is a high priority in the nursery with toys and equipment regularly checked, cleaned and maintained or removed if necessary. The children also know they must use resources carefully and safely, sitting down to use scissors and putting floor toys away when they are no longer needed.

Fire safety equipment is frequently checked and evacuation notices posted in each room. Fire drills are also held on a regular basis, and more often if a new member of staff is employed or a new student joins the nursery. The recording is monitored to ensure all staff have regular experience of the evacuation procedure. Sometimes drills are held when babies are asleep to make them more realistic. Fire registers are completed for each room and the older children know they need to ensure their names are recorded.

Safety and security are of high concern, with doors locked to prevent the entrance of unauthorised persons and the leaving of unsupervised children. Parents do not admit other parents when they arrive at the nursery, allowing only staff to open the door. The keys to external doors are, however, not always readily available to staff which could pose a problem in an emergency.

Children are protected well as staff thoroughly understand their role in child protection. They undertake on-going training to ensure their knowledge is up to date, and know how to put the appropriate procedures into practice when necessary.

Parents are made aware of the policy in the nursery, with information included in the initial brochure they receive.

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

The provision is good.

Staff have a good knowledge of the Birth to three matters and their clear understanding of how children learn and progress, enables them to provide a wide range of activities to support the development of all the babies and toddlers. They have a planned varied programme, in line with the pre-school children if appropriate. Activities are evaluated each day with a sheet completed to enable staff to monitor the success of the topics chosen and any amendments needed.

Babies have a very good range of toys and equipment, most easily accessible, with adult-led craft activities also available. They are all settled and comfortable with the staff. All the children enjoy playing with paint, and some colourful pictures are displayed on the wall. They like the sand and also using water outside. The toddlers also enjoy smelling and feeling the herbs in the pot in the outside play area. Songs and stories are also popular with a good range of books available.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a very good knowledge of the Foundation Stage and provide realistic but interesting challenges to help all the children progress, amending activities and expectations to take account of children's abilities. They use a range of teaching methods and have a clear understanding of how children learn. Children's learning is supported well through good management of resources and time. Staff use effective monitoring procedures to evaluate and improve the quality of their teaching and to ensure activities are successful in meeting the needs of individual children in all areas. The evaluation sheets, with comments about the activities, are discussed and then stored in the topic boxes for future reference.

Children enter a welcoming and interesting environment which reflects their background and the wider community, through a range of displays and posters. Their personal, social and emotional development is good. Relationships with staff and their peers are developing very well. The children are confident, settled and able to speak to staff if they are concerned or wish to do other things. They enter the playrooms excitedly, are keen to learn, concentrate well and make very good progress. The children like to answer questions and have learned to put up their hands to be asked for a response during group time, which also prevents quicker children monopolising the sessions.

Very imaginative art work is displayed on the walls of the playroom, including feather paintings completed as part of the bird topic. The children talk about their pictures, some of them explaining why they have created them and what they mean, also who they are for. Their junk models show the children are able to use a wide range of resources and fixings to produce recognisable models, for example, space rockets and oxygen cylinders in line with the space topic. During role play with the cube,

children also spent time travelling in a rocket to the moon, seeing aliens and meteors on the way.

The children's vocabulary is developing extremely well, both through conversation and the different words used in the wide variety of topics they have enjoyed. They converse with staff and peers using appropriate language competently and with good understanding. The children also enjoy using books, not only for stories but also for information. They use them correctly and with care. Staff use Jolly Phonics during the sessions for a fun activity and some of the children are able to recognise simple words. All the pre-school children recognise their own names easily and some know their friends' names too. They use their name cards to copy if they are unsure of the spelling and most write their names recognisably with correctly formed letters.

Children's understanding of number and mathematical language is developing through the use of counting during general activities, table top games and conversation. The children count the cutlery and beakers needed on each table at lunch time when they help to prepare for the meal. All the children can count to 10 and some much higher. They are developing a good understanding of simple addition and subtraction, and are able to compare size.

The children have had visits to the duck pond, have planted bulbs and on occasion searched for mini beasts, however, they need more opportunities to further develop their practical knowledge of the natural world and living things. They like to feel and smell the herbs in the pot outside, and talk about things they grow at home.

Small groups of children enjoy short visits to the upstairs classroom where they use the computer very competently, producing pictures and playing number or language games. They also have a wide range of table top and role play games from which to choose. At the bottom of the stairs, the children use the settee as a music room, with instruments from different countries and the music centre for them to play independently. They enjoy singing and making up tunes together as well as participating in whole group adult-led music activities.

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

The provision is good.

Partnership with parents and carers is good. The nursery policies and procedures are available to parents in hard copy and also on the internet. When parents express an interest they receive a small introductory leaflet for either the baby or pre-school room. The parents then have a lengthy initial visit when the manager goes through policies and procedures in detail, with considerable discussion about safety and the collection of children by other persons. She also provides information about food and health to ensure the children's needs can be met. A booklet is completed by parents, in addition to the usual information sheets and permissions, which gives the staff a picture of life at home for the child. It includes allergies, dummies, other languages spoken at home and detail of festivals celebrated at home as well as those celebrated at nursery so parents may comment. Basic development achievements recorded include teeth, toilet training and walking for the toddlers. The comprehensive settling in procedure ensures the smooth transition from home to

nursery. Parents are asked to keep the information held by the nursery up to date and to keep them informed of any significant changes such as illness or divorce. Procedures are in place to support both parents and children if needed, to provide consistency in the child's life.

Parents express great satisfaction with the care and support their children receive, whether in the baby or pre-school room. They are happy with the information they receive about children's future activities and their developmental achievements, also being able to provide items in support of the topics or complete suggested activities at home. Some parents have used the nursery for several children as they were happy with the care. They feel able to approach staff and raise any concerns they may have, and welcome the new Focus Group where they can have an input into the setting.

The children and their behaviour are managed well by staff with clear guidance and good role models for manners and consideration. Children know they need to share, take turns and cooperate when playing. The positive, encouraging environment supports those who still find this difficult. Some rules have been devised during discussion with the older children and these are posted on the playroom wall. The children's social, moral, spiritual and cultural development is being fostered effectively. They are learning right from wrong, developing good social skills and taking account of people's differences in positive ways.

Children with learning difficulties or disabilities are cared for in the nursery and, with effective communication between staff, parents and local agencies to support their individual needs, they make good progress. The initial interview with parents ensures they and the staff have a clear understanding of the child's needs and what the nursery has to offer, also any steps necessary to help the child settle and thrive.

The nursery has experience of caring for children with different additional languages. Staff discuss with parents whether they wish them to incorporate these languages into the care and education they provide. The children have experience of a wide range of different customs, cultures and countries and the staff ensure all are treated with equal concern and in a positive manner. The world map, with the postcards received by the nursery, is a permanent developing picture of the international contacts and experiences the children enjoy. Food, festival celebrations, songs and musical instruments all support their learning.

## **Organisation**

The organisation is good.

Leadership and management of the setting is good. Comprehensive policies and procedures are in place to ensure the safe and efficient management of the setting, which are reviewed annually unless there are legislative changes when they are amended immediately. Staff have a good knowledge of the current documents and acknowledge they have read any amendments. A copy is available in each room for the parents to see if they wish and a concise child protection policy is included in the parents' brochure. The conditions of registration are respected and the certificate displayed, with details of the ratio of staff to children included in the policies and

procedures so there can be no mistake.

Robust systems are in place for the employment of staff and visits to the setting of students on placement. There is an induction procedure for new staff and a daily duty plan for both permanent staff and students posted on the wall in each room. The staff group is well established and works very well as a team. They keep each other informed when leaving the room or if parents give information about their children. Liaison between staff in the two rooms ensures a smooth transition for children when they move across. There is an expectation from management that staff will continue their personal development through on-going training, with first aid and child protection compulsory.

All staff attend monthly nursery meetings, where minutes are kept. They are also included in the planning of activities, with Birth to three implemented for the younger children and the Foundation Stage for older ones. The nursery works closely with the local authority and local partnerships to ensure children's education is in line with the schools' requirements. Children have visits to their local feeder schools to help the transition from nursery.

An action plan is in place for the continuing development of the nursery as a whole, with time scales, resources needed and the date of achievement noted. A recent improvement was the installation of the soft surface for babies in the outside area. Ofsted is notified of any changes and a request has been made for a variation to the number of children cared for under three years of age.

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

Since the last inspection the lost child policies and procedures have been amended to meet the needs of the nursery, whether the child is on the premises or on outings. A flow chart has been developed and the notification of Ofsted is included.

Displays on the walls include opportunities for the children to recognise numbers and staff help them use the information to develop their mathematical knowledge.

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

There are no complaints to report.

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):

- ensure keys are readily available at all times in case of fire.

##### **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):

- develop activities for children to widen their knowledge of living things and how they grow.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)