

Polly Anna's Nursery

Inspection report for early years provision

Unique reference number 321504
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Inspector Carol-Anne Shaw

Setting address 3 North Lane, Haxby, York, North Yorkshire, YO32 3JP

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

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 main building. 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, 12 of whom may be under two years of age. The nursery is registered on the Early Years Childcare Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is open from 08.00 to 18.00 Monday to Friday, all year round with the exception of Bank Holidays. There are currently 75 children on roll aged from six months to under five years. Children attend from the village and surrounding areas. The nursery welcomes and supports children with learning difficulties or disabilities and those who speak English as an additional language.

There are 22 staff employed to work with the children. There are two staff with a Level four qualification, 13 are qualified to level three in childcare and six to level two. The nursery is a member of the National Day Nursery Association and has achieved Step Three 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.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The provision promotes the Early Years Foundation Stage effectively. Children are supported by key people who keep them safe and help them progress well in their overall learning and development. The inclusive learning environment is extremely effective in providing care for all children. Partnerships working with parents and other early years and health professionals ensure continuity in practice to support children's welfare. The providers evaluation of the service results in promoting positive and improved outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to develop the assessment systems to include the possible next steps of learning
- develop the baby room to provide an enabling environment that supports and extends children's development and learning.

The leadership and management of the early years provision

The nursery is well organised and managed. The friendly staff team work very well together and have a good understanding of their role and responsibilities. They carry out their duties diligently which means children receive good care and attention. All children are welcome to attend whatever their social, cultural or religious background and good systems are in place to gather important information about their individual care needs, routines and interests. For example, children's routines for sleeping, feeding and nappy changing are clearly understood. Children with learning difficulties or disabilities or whose first language is not English are given excellent support. There are very effective systems in place to ensure individual care and medical needs are followed, through close partnership with parents and other professionals.

All of the required policies and procedures are in place for the efficient management of the nursery, and effective safeguarding procedures ensure that children are well protected. Thorough recruitment and vetting procedures mean they are cared for by suitable people, with effective induction and appraisal procedures in place to monitor their continuing suitability. Detailed risk assessments are undertaken on the premises and for outings and there are good systems in place to ensure the premises remain secure at all times. These are understood and followed vigilantly at all times by the staff.

The quality of the provision is monitored effectively, with all staff fully involved in the development of the nursery. For example, they are all keen to attend training to further their professional development and improve their practice. Recommendations from the previous inspection have been successfully implemented and ongoing additional improvements have also been made. The owner and staff have started to make use of the Ofsted self-evaluation form but this is not yet fully implemented.

Staff give high priority to establishing and maintaining good relationships with the parents and carers to ensure children's needs are met effectively and that they are fully involved in their child's learning. Daily information for the younger children keep them well informed about the children's care and the activities they have enjoyed. Parents are provided with good information about how to support their child in learning. Letters go home with information about the weeks topic. Regular newsletters, the many photographs displayed throughout the nursery and the daily liaison with staff also contribute to the positive relationships.

The quality and standards of the early years provision

The nursery provides a very welcoming, colourful and stimulating environment where children have access to a wide range of interesting resources to support their learning and development. Procedures to prevent cross-infection are very good and children are well supported in learning how to manage their own health and hygiene. For example, the older children know they must wash their hands before eating and after toileting to prevent the spread of germs. Children enjoy

being outside in the fresh air and confidently use a range of resources which help them to develop good control of their bodies. They enjoy the healthy nutritious meals, which are cooked on the premises, and the social experience of sitting and eating together.

Adults support children's overall development effectively in all rooms of the nursery. For example, children in the room for the older age range show an interest in imaginative play and follow their interest in the fire department as they dress up as fire people. This helps them become aware of the wider community. They use large building bricks to support them in their play, developing an understanding of size and shape as they construct. The environment supports children's learning effectively. For example, resources are easily accessible and prepared, supporting children's spontaneous learning and interests. Children explore paint using paint brushes, talking about colour as they do so. They experiment with glitter and glue, and investigate how things work. Children are helped to operate different equipment, such as the computer. They are developing thinking skills, as they are helped to understand what type of clothes are suitable in different types of weather.

The toddlers are equally supported as staff have arranged the room effectively to support their learning. They can move around freely and choose activities. They feed themselves at lunch time, developing their independence skills very well. They explore the different textures of material, use glue and paint. They freely access outside play that links effectively to the areas of learning and development. All children are included happily, whilst being supported very well by staff. Babies receive good support from staff through reassurance and physical contact, such as cuddles and communication when they require comfort, supporting their emotional well-being. They also benefit from a range of resources to support their learning. Babies thoroughly enjoy exploring the play tunnel. They have opportunities to join in with rhymes and songs to develop their communication skills. However, they do not have access to the full range of available resources throughout the day.

The staff are very confident in using conversational questioning to challenge children and to move them on in their development. They delight in children's achievements, which motivates the children further. All staff are skilled in observing the children as they play. They know the interests of individual children and the staff in the toddler and pre-school room use this knowledge effectively in planning the programme of activities and in extending each child's learning. The systems for assessing children's progress track children's development but are not fully effective in recording the possible next steps in learning.

All children are relaxed, confident, behave very well and enjoy their learning. The older children share and take turns very well as they play games, they listen politely and attentively at group time. They use books carefully and enjoy taking on responsibility. For example, they readily help at 'tidy up time' and enjoy being the 'helper' at mealtimes. They follow established routines, such as not running inside, which helps to develop their understanding of keeping safe.

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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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.

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.