



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 321504

DfES Number: 584904

INSPECTION DETAILS

Inspection Date 10/03/2005
Inspector Name Diane Lynn Turner

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Polly Anna's Nursery
Setting Address 3 North Lane
Haxby
York
North Yorkshire
YO32 3JP

REGISTERED PROVIDER DETAILS

Name The partnership of Mr K & Mrs E Mc Arthur

ORGANISATION DETAILS

Name Mr K & Mrs E Mc Arthur
Address 3 North Lane
Haxby
York
North Yorkshire
YO32 3JP

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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

Polly Anna's Daycare Nursery has been registered since 1997. It is a privately owned provision that is situated in the village of Haxby on the outskirts of the city of York. The accommodation comprises of two detached buildings. Children aged from birth to three are cared for in one building and those aged three to five in the other. Each building has its own enclosed outdoor play area with a supply of equipment for outdoor use. Office, kitchen and staff facilities are also available. A maximum of 48 children may attend the nursery at any one time, 24 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 41 children on roll aged from birth to under five years. Of these 16 receive funding for nursery education. Children come from the village and surrounding areas and the nursery welcomes and supports children with special needs and those whose speak English as an additional language.

Nine staff are employed to work with the children, eight of whom are qualified to level three in childcare. In addition one has a qualification in business administration. The nursery is a member of the National Day Nursery Association (NDNA) and is working towards a quality assurance award. It receives support from the development workers at the Early Years Development and Childcare Partnership (EYDCP).

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

How effective is the nursery education?

Polly Anna's Daycare Nursery provides good quality nursery education which enables children to make very good progress towards the early learning goals in all six areas.

Quality of teaching is very good. Staff show a good understanding of the foundation stage curriculum and carefully plan a range of practical experiences and activities that clearly differentiate between the learning needs of the three and the four-year-olds. They use effective questioning during activities to develop children's understanding, encourage their thinking and help them achieve the intended learning outcome. All areas are very well organised and activities are presented in an interesting and thoughtful way. Staff make careful assessments of the children's learning against the early learning goals and use this information to plan what they should do next. They have excellent relationships with the children and manage their behaviour very well. Records are kept of the children's progress to share with parents and these are detailed and informative.

Leadership and management of the group is very good. The owners and manager are committed to ensuring high standards are set and achieved. They communicate their ideas well and the staff effectively carry these out. Staff work very well together as a team, are clear of their role and responsibility and show a commitment to extending their knowledge and developing their practice through training. There are very good procedures to monitor both the staff's development and the education programme.

The partnership with parents and carers is very good with friendly relationships and good communication evident. Parents are kept very well informed about forthcoming events and activities and they are actively encouraged to be involved in their child's learning. Ideas for this are regularly shared. Parents speak highly of the nursery and are confident their children are making very good progress.

What is being done well?

- High priority is given to fostering children's personal, social and emotional development. As a result the children are confident and receptive learners who demonstrate very good independence skills.
- Children have excellent opportunities to explore and investigate the properties of a wide range of materials through good practical experiences.
- Children have very good opportunities to learn about letters and their associated sounds through well presented, fun activities.
- There is a strong partnership with the parents. They are provided with very good information and are able to discuss all aspects of their child's development. Staff actively encourage them to be involved in their child's

learning and to share their observations of their child's progress.

- Excellent opportunities are provided for the children to use their independent creativity. They are able to independently select their own craft resources and use these to explore, develop and refine their ideas.
- Staff work very well together as a team and deliver a varied, interesting and well planned curriculum that provides very good practical experiences to help children learn.

What needs to be improved?

- the opportunities for children to see number in the environment.

What has improved since the last inspection?

Very good progress has been made in implementing the action plan drawn up in response to the last inspection. The staff have introduced a number of effective measures to improve both the assessment system and the resources to help children develop their balance and climbing skills.

A major factor in the improvement to the assessment system has been both the introduction of individual record sheets that are based on the stepping stones and a termly overview sheet that is used to monitor the children's progress towards the early learning goals. This enables staff to effectively track the children's progress over time and identify areas where they may need either additional support or challenge to help them move on.

Additional equipment has been purchased to help the children develop their balance and climbing skills, including balance beams and climbing frames. Staff plan regular opportunities for the use of this equipment and as a result the children demonstrate that they are making very good progress in this area.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

All children are very confident, keen and motivated to learn. They enthusiastically try out new ideas and experiences and have good relationships with both the staff and each other. They show good levels of concentration and listen to what others have to say during group discussions. They confidently choose between activities, select resources for themselves and are independent in their personal care. They behave very well, share, take turns, use good manners and readily help at tidy up time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have very good speaking and listening skills. They initiate conversation and enjoy listening to stories. They handle books correctly and have a very good understanding that print carries meaning, for example using recipe cards to support their play in the home corner. They confidently find their name card on arrival and can recognise a good many letters and sounds of the alphabet. They make very good attempts to write their names and readily use emergent writing for a purpose.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

All children demonstrate very good counting skills. They reliably count the number present at registration and correctly identify if there are more boys or girls within the group. They confidently recognise a good number of numerals when they identify the date and readily use number operations in their play such as cutting dough into smaller pieces. They recognise a good number of shapes, use both positional and size language with good understanding and can sort and match objects correctly.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show a very good awareness of the wider world. They celebrate a range of festivals and send postcards from countries they have visited which are displayed on a map of the world. They carefully make models from construction sets and confidently talk about the changes that happen when particular materials are added to water. They correctly identify the days of the week and changes in the weather and learn about the local environment through walks and events in the village.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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All children move confidently around the premises demonstrating good body control and co-ordination. They show good spatial awareness during group activities and can successfully negotiate a pathway when running and chasing each other. They are proficient in the use of wheeled toys showing they can change speed, negotiate obstacles and stop safely. Their fine motor skills are developing very well and they use equipment such as pencils, cutlery and scissors effectively and with very good control.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are developing very good creative skills. They independently access craft resources and use these to create their own representative pictures. They draw and paint freely and use their imagination very well to express and communicate their feelings through role play such as acting out domestic situations. They readily join in with familiar songs and enjoy using musical instruments to accompany their singing. They use these skilfully to explore different sounds and to learn about rhythm.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to the following:
- provide more opportunities for the children to see number displayed and used for a purpose in the nursery environment.

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.