

# Polly Anna's Nursery

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



## Inspection date

29 June 2015

Previous inspection date

16 March 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- All children are making excellent progress in their learning and development. This is because staff are well qualified and highly skilled in planning for children's individual needs and interests. As a result, children are exceptionally motivated to learn.
- Children's emotional well-being is expertly fostered. The role of the key person is fully embedded, with staff fully understanding how to ensure children feel safe and secure at all times. In addition, children who need one-to-one care are provided with plenty of time to ensure their emotional needs are effectively promoted.
- Children behave impeccably well, because they are aware of the rules and boundaries. Staff are positive role models and use positive behaviour management strategies to teach children to be kind, caring and tolerant of each other.
- Staff use their individual skills and talents to support children's learning. For example, movement and music sessions are planned throughout the week, which helps children to develop positive attitudes to exercise, and become expressive and creative learners.
- Staff are deployed highly effectively throughout the setting and outside. This means children are kept safe at all times, and explore the environment freely and safely as they learn.
- The management team are extremely passionate about providing children with exceptional quality care and education. Staff attend regular training courses and pass on their learning to colleagues. Their learning is thoroughly evaluated to ensure it has the maximum impact on children's learning and development.
- All staff thoroughly understand the requirements of the Early Years Foundation Stage. As a result, the quality of teaching is outstanding, and all documentation to underpin the excellent practice in the setting, is in place and kept up to date.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- continue to develop children's already excellent independence skills, by allowing them plenty of time to cut their own food at mealtimes before staff intervene.

### Inspection activities

- The inspector observed children in the three main rooms and in the outdoor areas.
- The inspector completed a joint observation with the manager of the setting.
- The inspector held discussions with the provider, manager, staff, children and parents.
- A range of documents were inspected, including observations, planning and tracking of children's progress.
- The inspector checked the evidence of staff suitability, training certificates, policies, procedures and the setting's self-evaluation documents.
- The inspector sampled parent questionnaires and took into account the views of the parents spoken to on the day.

### Inspector

Laura Hoyland

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

Staff have very high expectations of children. They understand each child's individual needs and their capabilities. Children are challenged during play and staff sensitively build on children's knowledge. For example, babies play with sand, they dig and fill moulds as staff teach them how to pat, flatten and turn out the mould. Babies copy staff and excitedly make sandcastles. They concentrate for in excess of 20 minutes during their exploration, as staff teach them new skills and vocabulary. Older children are making excellent progress with their early literacy skills. They independently write words and ask staff if they can try to write new words, such as fish and flower. Staff are quick to capture children's interests. Consequently, children are highly motivated to learn and prepared well for school.

### **The contribution of the early years provision to the well-being of children is outstanding**

Children are cared for to very high standards. Staff follow children's individual routines and ensure all their needs are meticulously met. This supports children to obtain very high levels of confidence and self-esteem. Parents highly praise the setting's settling-in process and how a wealth of information is shared between the setting and home. Parents feel fully involved in their child's care and learning, and appreciate that staff are always available to talk to about any requirements they have. Staff follow all children's dietary and medical requirements closely. In addition, workshops are held for parents where professionals lead informative talks on issues, such as the administration of medication. Following workshops the management team create information leaflets for all parents to share their knowledge and best practice. Children are learning to take care of their own health. They access sun hats, and know they must wear sun cream in warm weather, taking care of their physical care needs well. Furthermore, they eat healthily and enjoy nutritional meals. However, on occasions, staff intervene to cut up their food rather than allowing them plenty of time to try and do it for themselves.

### **The effectiveness of the leadership and management of the early years provision is outstanding**

The leadership and management of the setting are inspirational. The manager leads her staff team very well and there is a clear culture of reflective practice. Staff are proactive in making changes, and attending training to develop their own professional development further. The manager leads partnership meetings with other professionals, and supports other settings to also improve their provision further. Staff are all coached and mentored exceedingly well. The management team know the strengths of the staff team and address any areas for development thoroughly. Monthly supervisions support staff to evaluate their own practice and reflect on the provision for children. The management team carefully monitors the progress all children are making. As a result, children are challenged to reach their potential and any gaps in learning are swiftly closed. Staff have a thorough knowledge of how to safeguard children. Furthermore, the manager implements a rigorous recruitment process, which ensures all staff are suitable to work with children.

## Setting details

<b>Unique reference number</b>	321504
<b>Local authority</b>	York
<b>Inspection number</b>	868696
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	48
<b>Number of children on roll</b>	95
<b>Name of provider</b>	Polly Anna's Nursery Partnership
<b>Date of previous inspection</b>	16 March 2009
<b>Telephone number</b>	01904 765 049

Polly Anna's Daycare Nursery was registered in 1997. The setting employs 17 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3, including one with Early Years Teacher status. The setting opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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