

# Pollywiggle Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY417753

**Inspection date**

07/06/2011

**Inspector**

June Rice

**Setting address**

The Station Hotel, Station Road, Treeton, Rotherham,  
South Yorkshire, S60 5PN

**Telephone number**

07801841770

**Email**

**Type of setting**

Childcare on non-domestic premises

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## 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 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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Pollywobble Day Nursery was registered in 2010. It is privately owned and operates from six rooms within a three storey converted hotel in Treeton, South Yorkshire. One of the providers is also the nursery manager. The ground floor accommodates children over two years and the first floor accommodates children under two years. Children who attend the out of school provision are accommodated on the second floor. There is no lift access to the first or second floors. There is an adjoining area for access to outdoor play.

The nursery setting is open from Monday to Friday from 7am to 6pm all year round, except for the period between Christmas and New Year. The setting accommodates children from within the local and wider community. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. They may care for a maximum of 71 children under eight years, of which no more than 59 may be in the early years age group. This provision is also registered on the compulsory and voluntary part of the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. There are 48 children on roll, of which 32 are in the early years age range. There are 14 permanent staff members, all of whom are qualified to a Level 3. The setting currently supports children who have English as an additional language and children with special educational needs.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Since registration the providers have successfully evaluated their provision and strived to achieve and maintain improvement in the care and education they provide. All required documentation is in place and space is used very effectively. Observation, assessment and planning systems are sound and the provision's strong commitment to working with parents, feeder schools and other professionals ensure children continue to make good progress in an environment in which they feel safe and secure.

## What steps need to be taken to improve provision further?

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

- obtain more detailed information from parents about children's starting points and capabilities and develop planning, observation and assessment to promote children's learning across all areas
- review the procedure for recording complaints to ensure confidentiality is maintained.

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

The providers demonstrate a good understanding of the need to work in partnership with parents and others to safeguard children. Staff demonstrate a good understanding of child protection issues and are confident of their ability to implement procedures effectively in order to protect children. Robust recruitment and selection procedures are in place to ensure that all staff are suitable to work with children. Security of the setting is paramount and systems are in place to ensure that nobody can enter or leave the premises unnoticed. Visitors sign in and out and written procedures are in place in the event of lost, uncollected children and safeguarding. These are available on request to users of the provision along with other policies and procedures to help them understand how the provision works. All required documentation is in place, including a complaints procedure. However, the system for recording complaints does not ensure confidentiality. Robust risk assessments identify possible hazards and the action taken to reduce the risk. Management and staff morale is high; they are very committed and work very well as a team. Since registration staff have attended various training which include first aid, food hygiene, safeguarding, treasure baskets, social and emotional development, downs syndrome, makaton sign, safe recruitment and child development.

The providers have used reflective practice as part of their self evaluation process and through regular discussions with staff and feedback from parents from questionnaires, this is proving very effective in identifying areas that require improvement. Staff have developed sound working relationships with parents and other early years providers which enables them to work together effectively, to ensure children continue to make good progress. For example, they have firmly established links the local school nurseries to help support children during their transition to school. The systems for observations, assessments and planning clearly identify children's progress; they are linked to the Early Years Foundation Stage and used effectively to plan their next steps. However, information gathered about children's starting points on entry does little to inform their initial assessment. Inclusive practice is promoted well by the provision which promotes equality for all.

## **The quality and standards of the early years provision and outcomes for children**

Children freely and safely access a good range of resources, toys and activities, both indoors and outdoors. Good health and well-being is promoted effectively. For example, parents are clear about the procedures to follow in regard to illness, infection and the administration of medication. Accidents and existing injuries are clearly recorded. Children are learning to adopt healthy lifestyles. For example, they enjoy daily fresh air and activities that promote their physical well-being and follow good hygiene practices, washing their hands after using the toilet and before mealtimes. They wear aprons to protect themselves during messy activities

and wash their hands when they have finished. When asked children say they are 'washing germs away'. Children benefit from healthy meals that are freshly prepared and cooked on site, fresh fruit and regular drinks which encourage children to learn a good attitude towards healthy eating. They also talk about what food is healthy and are encouraged to try food from around the world. Children behave in ways that are safe for themselves and others and are learning to develop an understanding of dangers and how to stay safe. For example, they practise an emergency evacuation and before going on outings talk about keeping safe near roads and not to talk to strangers. Their learning is made interesting through visits from the local police who bring their dogs and talk to children about keeping themselves safe. Children are well behaved and are learning to co-operate and share with others. They are polite and friendly towards each other. Children's independence is promoted as they help themselves to snacks, pour their own drinks and help spoon their lunch onto their plates.

Staff demonstrate good listening and questioning techniques that clearly support children's learning. Inclusive practice is well promoted in an environment that would challenge inappropriate attitudes and practices. Children are treated as individuals and are encouraged to learn about and respect differences through the good use of resources that reflect diversity and encourage children to think and ask questions. Children are learning to care for their environment and participate in activities, such as, planting and growing and learn to use recycled items to make models. When asked children explain they have to water their plants to help them grow. The building has had solar panels installed and staff have chats with children about the benefits of solar energy. Children are helped to develop skills in communicating, problem solving and numeracy. They benefit from an environment that is rich in labels which helps them to recognise shapes, numbers, letters and colours. Children benefit from a good balance of adult and child-led activities that promote their independent learning whilst ensuring that they get the support and guidance they need.

Children enjoy sitting in a small group and listening to a familiar story, they select books they want to look at and say, 'I want to look at the pictures'. When staff invite other children to listen to the story they reply 'I'm happy here' and they carry on doing their shopping and tidying up. This shows children are confident to decide what they want to do. Children benefit from being able to freely select all resources. Children show lots of interest in making and giving meanings to their marks. They show excitement as their emerging writing skills are recognised and they draw a large circle with features inside and explain 'it's a happy face'. Children enjoy making music and singing simple action songs. For example, as they listen to a story about animals, staff make good use of interactive books. They invite children to make the animals in the story move and ask 'I wonder if we can jump?' Children get up, jump up and down and count the number of jumps they do.

Outside, children sit in a large sand pit, make sandcastles and use a range of resources to fill up different vessels. As they fill them, staff use lots of mathematical language, such as, big, small, little and full. They show lots of enthusiasm as they solve their own problems and take time to explain how they fill a bottle up with a small spoon. They say, 'look, you fill this, then tap it with this one, here you have a go'. Babies are happy and contented, they are nursed whilst

bottle fed and more able toddlers are encouraged to use appropriate sized cutlery to feed themselves. They enjoy moving freely in an environment that is bright and cheerful, with lots of exciting things for them to explore. They sit near a large tray full of different textures and materials and enjoy the different feel of feathers, shredded paper and fluffy balls. Whilst on the move they grab a mechanical toy and place it on their knee, they look at the different shapes and follow them with their fingers. They put it down and return to the feathers, staff interact and stroke their face with a fluffy ball which makes them smile with pleasure.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **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