

Polly's Day Nursery

Inspection report for early years provision

Unique reference number EY359684
Inspection date 18/10/2011
Inspector Sylvia Cornock

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Type of setting Childcare - Non-Domestic

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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.

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Description of the setting

Polly's Day Nursery is privately owned. It opened in 2004. The nursery operates from two-storey, purpose-built premises in the Tunstall area of Stoke-on-Trent. The nursery operates over two floors of the building and children have access to a secure outside play area. The nursery serves the local community and wider area. The nursery is open each weekday from 7.30am to 5.30pm for 50 weeks of the year.

A maximum of 29 children under eight years of age may attend the nursery at any one time, no more than 12 of whom may be under two years. The nursery currently takes children from birth to five years and there are 48 children on roll within the early years age range. It is in receipt of funding for early education. The nursery currently supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are nine members of staff, including the manager, who work directly with the children. Of these, the manager is a qualified teacher and holds the Early Years Professional Status Qualification, seven staff members hold National Vocational Qualification Level 3 and one staff member has a degree in Early Years. The setting is supported by the local authority and is a member of the National Day Nursery Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's welfare needs are rigorously safeguarded because staff are extremely professional and endeavour to maintain the highest possible standards of care and education. Children are valued as unique individuals and inclusive practice is a key strength within the setting. They make outstanding progress within the Early Years Foundation Stage and take part in an extensive range of highly enjoyable activities. Children's progress is shared through excellent partnerships with parents and carers and other early years professionals. The setting has addressed the one recommendation from the last inspection and demonstrates an excellent capacity to improve, having implemented a significant number of positive changes. The management team, in consultation with staff, parents, carers and children, are constantly reflecting upon their practice and identifying further areas for improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- making links with children's experiences to provide opportunities to design and make things, such as planters for growing.

The effectiveness of leadership and management of the early years provision

The extremely strong management team ensure the safety and welfare of children is given high priority throughout the setting. All staff have undertaken safeguarding training and have an excellent knowledge and understanding of the comprehensive policies and procedures. Management and staff review these on a regular basis to ensure they continue to meet requirements. Highly effective recruitment, employment and induction procedures are in place to protect children. Staff work highly effectively as a team because they feel valued, supported and exceptionally well involved with the setting. The management team are actively involved within all aspects of the provision and are eager to achieve the highest service standards for the local community. The whole staff team is enthusiastic and highly motivated towards providing excellent quality care and education for children. This is demonstrated through the high standards of qualifications. Staff have great enthusiasm and show an outstanding commitment towards their involvement in the self-evaluation process in order to bring about continuous improvement.

The organisation and management of the setting is exemplary, with the focus always on helping children to make outstanding progress and promoting their welfare. For example, staff use extensive daily risk assessments and safety checklists to ensure that the environment is always safe, clean and fit for use. Robust risk assessments are completed for all outings to ensure children's safety. A comprehensive equality and diversity policy outlines an excellent commitment to promoting inclusive practice. Staff have an exceptional knowledge and understanding of individual children, and as a result their needs are extremely well met. Children with special educational needs and/or disabilities and children with English as an additional language are extremely well supported through the staff's exceptional liaison with other professionals, parents and carers. Staff keep extensive daily records of children's progress and make detailed activity plans to ensure the six areas of learning are providing a stimulating and dynamic environment, both inside and outside. As a result, children's interests are captivated, and they are quickly learning how to be healthy, safe, positive, considerate people with a desire to participate and achieve. Excellent systems are in place to work alongside the reception class teacher, other settings and carers to ensure the progression, continuity of learning and smooth transition of children.

Partnership with parents and carers is exceptional as staff discuss every aspect of their child's learning and development with them. They provide parents with an extensive range of information through excellent displays and photograph albums placed in the entrance. Staff offer outstanding support and guidance to enable parents and carers to effectively be involved in their child's learning and achievements. Children's artwork and informative 'learning journeys' clearly display to parents the exceptionally high quality care and education that is offered.

Parents and carers comment on their appreciation of the staff's commitment and support to them and their child's welfare and education.

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

The learning environment provided by the staff and their skilled interaction with children to support their learning and enjoyment is inspirational. Children are greeted at the door by a warm smile into a welcoming environment with a superb range of resources and equipment. As a result, all children feel secure, confident and at home, and make significant gains in their learning and development. Their levels of achievement are excellent in relation to their starting points and capabilities. Staff organise the space and resources within the indoor and outdoor areas with great skill, offering an extremely wide choice of experiences and interests. This ensures that children receive a exciting, rich and stimulating play experience, with a well-balanced mix of adult-led and child-initiated play.

Children are making outstanding progress in their personal, social and emotional development because staff make excellent use of praise and confidence building. They are highly effective at teaching children how to participate and adopt safe and hygienic routines, which promotes their self-esteem. They provide excellent resources to enhance children's development of communication, language and literacy skills. Children access an extensive selection of books and use their writing skills. They are extremely competent in recognising numbers and letters. They demonstrate excellent listening and concentration skills. For example, children sit together and self-register as they find their names from the basket.

Children's creativity is supported through excellent access to a substantial range of role play equipment, construction toys and an extensive range of media, such as chalks, paint, sand, water and dough. They enjoy many opportunities to design and make objects using recycled materials. However, opportunities to link children's experiences to further develop their designing skills are less well developed. Staff take every opportunity to develop children's technology, problem solving and mathematical skills, through counting in many everyday situations and using the computer. All children enjoy and have great fun in the vibrant and stimulating outdoor areas, especially the babies and toddlers on their daily outings to the park.

Children's welfare is promoted by the staff to a consistently high level. For example, children are taught how to be safe as they practise how to evacuate the building in an emergency. The setting focuses heavily upon promoting the children's emotional and physical health, and cultural diversity. They embrace and welcome everyone into a wholly inclusive environment. Children celebrate a wide variety of different festivals and have an excellent understanding of helping others as they fundraise to support a number of charities. The promotion of healthy eating is outstanding because staff provide children with an extensive understanding of which foods and drinks are good for them through the healthy and nutritious snacks and meals provided. Children know how to adopt good personal hygiene as they use the toilet and wash their hands. Staff blend daily

routines and activities expertly together so that children acquire competency, confidence and independence in all areas. As a result, children exhibit excellent skills for the future.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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