

Roly Poley's Private Nursery

Inspection report for early years provision

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EY424238

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Inspector

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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

Roly Poley's Private Nursery is owned by Roly Poley Nurseries Ltd and is situated in the Middleton area of Manchester. It is close to shops and transport links. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play. Children have access to four rooms plus a large multi-purpose area divided into smaller areas using furniture. There is a baby room, a toddler room and a pre-school room. Part of the multi-use space includes a dining area.

The nursery opens Monday to Friday all year round, with the exception of Bank Holidays. Sessions are from 7.30am to 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 70 children may attend at any one time, all of whom may be on the Early Years Register. There are currently 55 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 13 members of childcare staff, all of whom hold appropriate early years qualifications. The owner also has Qualified Teacher Status. The nursery has established links with the local early years team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development in the Early Years Foundation Stage are effectively supported by the experienced and well-qualified staff in most areas. Overall, staff know children's individual needs well and through regular observations, the next step in their learning is clearly identified and provided for in the weekly plans. Parents' views and opinions are valued and used highly effectively by staff to ensure children's needs are met. There are excellent links with local schools to support transition. The setting has in place clear procedures for evaluating and monitoring their good practice and has identified areas for improvement to benefit children's ongoing learning and development. All policies and procedures are reviewed and updated in line with any changes to practice, and relevant documentation is in place.

What steps need to be taken to improve provision further?

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

- develop the outdoor space further to meet the needs of children of different ages and to fully cover all six areas of learning.

The effectiveness of leadership and management of the early years provision

Children's welfare is enhanced as all staff have a thorough knowledge of the nursery's safeguarding children procedures. Staff are fully aware of the steps to take should they have any concerns about the welfare of a child. The nursery's policies show clear procedures and include local contact numbers, which are displayed so they can be accessed easily. Staff undertake a daily checklist each morning before children arrive to ensure that there are no hazards accessible. Children learn about how to keep themselves safe through regular practises of the fire evacuation procedures.

Partnerships with parents are highly effective; they are kept fully informed about their child's learning and development through daily written and verbal feedback, as well as regular reviews that are shared with parents. This enables parents to contribute comments about their children's interests and learning at home. This is further enhanced through workshops, for example, a young parents' group, which supports their understanding of children's development. Parents are kept fully informed about the provision through the notice board in the entrance, regular emails and newsletters, and the setting's policies and procedures being fully available. Parents' feedback on staff practice and how the setting can improved is gathered through the 'parents forum' as well as regular questionnaires. This is used to enhance provision and staff practice and benefits children. The nursery has in place robust procedures to exchange information with other settings children attend. Staff attend transition days with children at primary schools that they attend and share detailed information with teachers to help support developing relationships and transitions.

Areas for development have been clearly identified to ensure that the nursery maintains continuous improvement. The staff are fully supported in attending further training to extend their knowledge and increase their experience. Documentation is in place to support the good practice of staff within the nursery. Children are provided with a wide range of resources and activities to fully promote their learning and development, with access ensuring that all children are able to develop their own ideas. However, the outside area is not as developed in all areas of the curriculum and has no separate provision for young babies. This means some opportunities to develop outdoor learning is missed.

The setting provides good support for children who have special educational needs and/or disabilities. For example, they work closely with outside agencies, such as speech and language therapists, and parents to develop individual development plans. Staff work continuously towards making sure that they are inclusive. For example, the setting asks staff who speak other languages to help translate for parents and children.

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

Staff undertake regular observations on children's individual interests, and the next steps in their learning have been clearly identified so that all six areas are included. Children's learning journey records are updated regularly and their individual interests and needs are incorporated into the weekly plans to ensure that they are making good progress. Children take part in a range of mark making; for example, drawing pictures showing what they want to be when they grow up and, with support from adults, writing letters below in a caption. Children's early language skills are skilfully developed as staff scaffold children's speech, repeating back words and using the correct word. Children really enjoy reading books with staff, such as ones on different types of transport, which leads to an animated conversation about the different ways the children travel to nursery. Children learn about shapes in everyday play when learning about the Olympics, printing rings using cups and using chalks outside to draw circles. Through songs and creative activities, children learn to count, for example, counting out the correct number bottle lids needed for their robot models. Children use a range of age-appropriate technological equipment. Older children develop more complex skills when they use a mouse to interact with games on the computer.

Children are provided with a range of healthy foods for snacks to meet their individual dietary requirements. They are learning good personal hygiene routines as they know to wash their hands before eating, commenting it is 'to get rid of the germs'. Children's independence is supported as they serve their own food at lunch and tidy away their plates, cutlery and cups. Snack time is on a rolling plan. This allows children to make choices about what and when they eat to meet their own needs. Children access large equipment in the outdoor area, where they can climb, ride, jump and balance to effectively support their physical development. Children undertake regular walks within the local community; this helps them to develop a positive attitude to exercise and effectively promotes their good health.

Children are confident and self-assured in the setting and feel safe and secure. This is because staff place a high priority on ensuring they settle children in at their own pace and have a well-established key person system in place. Children have a good understanding of safety rules, and need few reminders about how to stay safe as they move around the setting and use resources. They learn how to be safe outside the setting as staff regularly take them on walks in the local environment and talk about how to cross roads safely.

The children's behaviour is excellent and they demonstrate good manners when speaking with staff and other children. The golden rules help children to learn about right and wrong and they demonstrate their understanding about fairness and sharing through circle times. Children participate in a range of activities around different cultural festivals throughout the year. This helps them to develop a positive understanding of people's differences, other cultures and their beliefs. For example, children learn about Ramadan, looking at books to find information, show a clear understanding of what happens, and find out about important symbols that they then use in creative activities.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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