

Pollywiggle Day Nursery

1 Station Road, Treeton, ROTHERHAM, South Yorkshire, S60 5PN

Inspection date	13/03/2013
Previous inspection date	07/06/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Staff have extensive knowledge and understanding of the Early Years Foundation Stage. They use this to ensure babies' and children's individual next steps are fully included in the planning of further activities. This ensures all children make excellent progress in all areas of their learning and development.
- Staff actively encourage children to use their own ideas and suggestions, enhancing their ability to think critically and further develop their thought processes. This prepares children exceptionally well for their eventual move to school.
- Management and staff are very creative in offering support to breastfeeding mothers of babies attending the nursery. This support effectively enhances babies' physical health and emotional well-being.
- Management constantly strive for excellence within all areas of the provision. They are inspirational and highly supportive of staff as they drive further improvements to maintain and build on their already high and successful levels of practice.
- Very secure premises ensure children are kept safe, and through high quality role modelling by staff, children are developing very effective independent skills, good manners and are very well behaved.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed staff practice in each room of the nursery.
- A selection of documents, children's development records and planning files were seen by the inspector.
- Discussions were held with the owners, staff and children throughout the inspection.

Inspector

Karen Byfleet

Full Report

Information about the setting

Pollywiggles Day Nursery Ltd was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in the Treeton area of Rotherham. The nursery serves the local area and is accessible to all children. It operates from five rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 16 members of child care staff. Of these, 11 hold appropriate early years qualifications at level 3 and one at level 4. One staff member holds a level 5 qualification and one is working towards this level. And one staff member is working towards level 6. The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 92 children attending who are within this age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- build on the already high quality practice with regard to extending children's access to additional technology resources, such as cameras, and by widening the experiences of writing for a purpose for toddlers.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have extensive knowledge and understanding of the Early Years Foundation Stage. They regularly share their experiences and skills, which ensures consistency for children throughout the provision. Children's progress and development is observed and monitored extremely well. Development records for all children are updated regularly and their individual next steps are fully included in the planning of further activities. This ensures children make excellent progress through all areas of learning. Detailed information is gathered from parents when children start attending, which provides staff with a baseline for babies' and children's learning. Staff make their own initial observations and assessments, which enable them to identify children's individual learning needs and interests. Progress checks at age two and summaries of children's development in the three prime areas are completed and shared with parents. This enables staff and parents to fully understand each child's needs and to plan activities that enhance their development.

Through well planned, purposeful activities and the positive engagement of staff in children's play, children's communication skills, vocabulary and language are developing at a high rate. Staff constantly talk to and converse with the babies and toddlers in their activities. For example, when sat with babies and toddlers looking in a mirror, staff use language such as, 'who's that, who can we see, who is that smiling back at us?' Activities such as treasure baskets provide young children with many opportunities to explore and investigate a variety of everyday objects and materials. They positively engage and encourage children to express their feelings, such as smiling and squealing with delight, as they see themselves in the mirror. An exciting range of books and reading materials, such as magazines and catalogues, are easily accessed by children. They have room to sit quietly and comfortably to look at these both individually and together with their peers and adults. There is a very good range of books which promote positive images of race, gender and culture. Activities such as cooking, role play and dressing up ensure children are developing a strong knowledge and understanding of the wider world. The learning environment has a wide range of displayed printed words. These help children to learn to understand that print carries meaning. Older children are very confident in re-telling familiar stories. For example, when they see a picture of 'Rapunzel' they talk about her having long hair, that the prince climbed to save her from the tower, and re-tell the rhyme connected with the story.

Children have many opportunities to freely access an extensive range of toys and resources that enhance their skills through all areas of learning. For example, a range of papers, books and various writing implements are provided in almost all areas of play. The construction area is extremely well resourced with tools such as, rulers, screws and magnets and the home corner includes a very good range of technology toys such as a play iron, CD player and telephone. However, there is scope to provide further opportunities to extend children's access to additional technology resources, such as cameras, and for the toddlers to widen their experiences of writing for a purpose. Through extended activities, such as planting and gardening children are able to plant and nurture their own fruits and vegetables such as tomatoes, herbs and strawberries.

Children freely participate in a wide and exciting variety of craft and imaginative activities. For example, they readily engage in painting activities and enjoy the home corner where they are able to access dressing up clothes that include garments of various cultures and professions such as doctors. Through their clear enjoyment of role play they act out familiar scenarios such as homes, cafes, hospitals and offices. Through a wide range of craft activities children develop their use of different tools extremely well, as they cut, roll, slice and paint. Staff actively encourage children to use their own ideas and suggestions. For example, as they decorate eggs for Easter, children suggest not just using paint but also including sand in the paint. Staff praise their ideas and ask how will they make the sand stick to the egg. Children use positive thought processes and respond by suggesting adding glue to the paint, extending and consolidating their highly effective learning.

Partnerships with parents are highly effective. Initial information is gathered from parents when babies and children start attending about their routines, likes, dislikes, family background and their capabilities. This helps staff to quickly settle babies and children into the provision. Information is exchanged daily around children's welfare such as sleep times, nappy changes and food intakes. Staff produce high quality progress reports for

parents which show children's excellent progress in their learning and development through the seven areas of learning. Children's development records, which are also shared regularly with parents, provide information on what the key person has identified as the next steps in children's learning. Key persons share information with parents about how they can further support their children's high achievements at home so that their excellent progress is maintained and built on even further. This prepares children exceptionally well for their eventual move to school.

The contribution of the early years provision to the well-being of children

Throughout the provision babies and children are very happy and extremely well settled. They are highly confident as they engage in conversations and welcome visitors. Staff routinely offer lots of positive praise and recognition for children's efforts and achievements. They are very attentive to them as they listen to their requests and ideas and are fully aware of their individual needs, which support very secure emotional attachments and gives children a strong sense of belonging. The provision is rich in a wealth of age-appropriate toys, games and resources, which children and babies are able to freely access. This promotes their learning and independence exceptionally well. Safety within the provision is highly monitored. Children are unable to leave unattended and the secure entrance prevents anyone entering without the knowledge of the manager. An emergency evacuation plan is in place and fully understood by staff. Regular emergency evacuation is practised with the children, ensuring they are familiar with the procedure and raising their awareness and understanding of how to stay safe. Staff are positive role models for children and this contributes to the development of their independent skills and good manners.

Children are provided with healthy balanced foods for lunch, tea and snack. Food is cooked on site by a qualified cook and meal times are very sociable occasions as children sit together. Older children show high levels of independence as they serve themselves and clear away their own plates. Children demonstrate an excellent awareness and understanding of their own needs and personal hygiene as they know and follow robust hygiene procedures with regard to hand washing before eating and after using the toilet. An extensive range of equipment, both outdoors and inside, enables children to develop their physical skills very well. They climb and ride wheeled vehicles with ease and confidence. Babies are encouraged to feed themselves when they are able and toddlers and older children use appropriate cutlery to eat their meals. Other tools such as scissors, brushes, rollers and cutters used in baking, craft, construction and role play activities enhance children's physical skills.

Babies and toddlers are fully supported in their transitions within the provision. Their key person accompanies them on visits to the room they move on to and share knowledge of their individual development and progress with staff in the next area. They spend time with the babies and toddlers, building up the visits to ensure their transitions are smooth and that attachments between the child, key person and parents are made. Transitions into school education for the older children are firmly supported. Staff have built strong partnerships with the local school where children move on to and share what they know about the children. To further ease children's transition to their new school, staff have

been creative and have provided school uniforms within the dressing up provision. This enables children to become familiar with what they will be wearing and encourages them to practise dressing and undressing in preparation for moving on to school. Management and staff have been very creative in offering support to breastfeeding mothers of babies that attend the provision. One staff member has been designated as a 'breastfeeding buddy', and she actively shares her experiences with new mums when the time comes for them to return to work and leave their baby in nursery. Along with the physical support, there is a good selection of reading material readily available for parents on the subject. This support effectively enhances babies' physical and emotional health and well-being.

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

Comprehensive policies and procedures to promote children's health, safety and welfare are fully in place and effectively implemented. For example, detailed policies and procedures, and written risk assessments that cover all aspects of the provision, are robust and fully adhered to by all staff. These include procedures for the safe operation of outings and transportation of children to and from school. All staff have attended safeguarding training and are fully aware of the Local Safeguarding Children Board procedures. They clearly know how to report any concerns they may have with regard to children's welfare. The detailed safeguarding policy includes a procedure to follow with regard to staff not using their personal mobile phones while on duty. Policies and insurance details, with regard to designated drivers and the use of staff vehicles for transporting children are also fully implemented. This further assures children's safety and promotes their welfare.

Staff make spontaneous observations and formative assessments of children's individual learning. They use these to clearly identify children's next steps and to plan activities to continue to extend their learning and development. Through the use of documents such as, 'Development Matters in the Early Years Foundation Stage' staff are able to pinpoint the development bands for each area of learning for all children. Management constantly strive for excellence within all areas of the provision. They are inspirational and highly supportive of staff as they drive further improvements to continuously build on the already excellent levels of practice. For example, by actively encouraging staff to further enhance their professional development as they advance their childcare qualifications to higher levels. Staff performance is effectively monitored through regular supervision and annual appraisal. All staff are fully included in the provision's self-evaluation process and parents are regularly asked for their opinions and ideas through parental questionnaires. Children's ideas and suggestions for further resources and activities are listened to by the staff and acted upon to ensure children feel valued. For example, additional resources such as 'real tools' in the construction area and play foods in role play area have been added as a result of requests from children.

Highly successful partnerships have been formed with other providers and professionals. Children and families are very well supported by the excellent partnerships that have been formed with the local children's centre. This ensures appropriate support can be implemented, ensuring families and children's individual needs are exceptionally well met.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY417753
Local authority	Rotherham
Inspection number	902574
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	59
Number of children on roll	92
Name of provider	Pollywigggle Day Nursery Ltd
Date of previous inspection	07/06/2011
Telephone number	0114 229 3120

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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