

Polka Day Care Ltd

Wells Children's Centre, Polka Road, Wells Next To The Sea, Norfolk, NR23 1LG

Inspection date

29/07/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children are confident and show good levels of independence for their age, as a result of staff practice. They receive nurturing care and encouragement to explore their environment and engage in varied activities, which are based around their interests.
- The setting is child-centred and well organised. Staff undertake thorough observations, which are reflected in the planning to meet the unique needs of every child. This ensures that every child makes good progress in their learning and development from their starting point.
- Children feel safe and secure in their relationships with staff. The strong key person system, built around effective settling-in arrangements, strengthens relationships with the children and their families and supports continuity between nursery and home life.
- Partnerships with parents are very well fostered, as staff work hard to ensure there is a joint approach to children's care and learning.

It is not yet outstanding because

- There is scope to develop the monitoring systems, to ensure the quality of observation and assessment is maintained at a consistently high level by all staff.
- Opportunities for staff development and professional support are slightly limited by infrequent planned supervision and appraisal meetings. As a result, staff do not always have regular opportunities to share good practice to fully support individual staff members.

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 activities throughout the nursery and in the outdoor area.
- The inspector spoke with the manager, staff and children during the inspection and carried out observations of the children.
- The inspector looked at children's progress records, planning documentation, evidence of suitability of staff working within the setting, a selection of policies and required documentation.
- The inspector also took account of the views of parents spoken to during the inspection.

Inspector

Lindsey Cullum

Full Report

Information about the setting

Polka Day Care was registered in 2013 on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It is run by a board of directors, made up mostly of parents. The setting operates from a purpose-built building, sited in the grounds of Wells next the Sea Nursery and Primary School, in Norfolk. Children are cared for in three rooms and they share access to an enclosed outdoor play area. The setting serves the local community and the surrounding rural villages.

The setting opens each weekday from 8am to 6pm, all year round, excluding bank holidays and a week at Christmas. The setting provides funded early education for two-, three- and four-year-olds. There are currently 60 children on roll within the early years age group. The setting also operates out of school provision, including a holiday club for school age children. The setting supports children with special educational needs and/or disabilities.

The setting employs 11 childcare staff, all of whom hold appropriate early years qualifications to level 3 or above. The setting works closely with the local children's centre.

What the setting needs to do to improve further

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

- refine the management system currently used for monitoring the children's progress, to ensure that consistency in observation and assessment is maintained across all staff
- enhance high quality staff development and professional support by planning regular supervision and appraisal meetings.

Inspection judgements

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

Children make good progress in this setting because staff show a good understanding of the various teaching methods that engage children's interest. They successfully plan fun activities that are age-appropriate and encompass all areas of children's learning. Consequently, children are motivated and eager to learn. They join in activities with enthusiasm and clearly enjoy their time in the setting. Staff have high expectations of all children because they find out about what children can do before they start at the setting,

in order to plan for their learning needs. Each child has a 'Learning Story' book that contains comments about their achievements, illustrated by photographs, which show children take part in a wide range of activities that build on their early learning skills. The introduction of the 'progress check at age two' is effective in highlighting any gaps in learning. This also enables staff to plan and provide appropriate activities and experiences for early intervention, to ensure that no child gets behind in their development. Key persons use effective, targeted strategies to support children's learning, ensuring that all children, including those with special educational needs and/or disabilities are developing well.

Children learn well in an enabling, well-resourced environment that fully promotes their independence and creativity. Children move freely between the indoor and outdoor environments. Outdoor provision is carefully planned to offer a wide range of activities. For example, children explore sand and water, make marks using chalks or paints, enjoy various physical activities or use resources, such as the boat or den for their imaginative games. The mud kitchen is an exciting addition to the outdoor area and enjoyed by many children and the staff. Children become engrossed in making pretend food or potions with the variety of resources available. They use small tools in the digging area and find natural materials, such as wood chips, cones or herbs from the sensory garden to add to their play. Children experiment with water and lengths of guttering, observing the passage of the water as it moves down the pipes to the tray at the bottom. Consequently, children are becoming active learners. As well as opportunities for self-initiated play, children also have opportunities to engage in adult-led activities. For example, older children enthusiastically join in cooking activities. Staff teach them how to weigh various ingredients, comparing weight and size. Children count and recognise different numbers on the scales, which leads to discussion about needing to add more or take some away. They take turns to stir the mixture, sharing with their friends. Consequently, children are learning good social skills and beginning to understand simple mathematical concepts due to staff's skilful teaching.

Children communicate well and are confident when holding discussions with their peers and the adult caring for them. Staff effectively promote children's language skills by using appropriate questions, role modelling and extending vocabulary through the introduction of new words. Younger babies are encouraged to vocalise. Staff respond to children's babbles and identify pictures in books or make sounds, which they encourage young children to copy. Staff praise all children's attempts as well as achievements, encouraging children to persist. Children know and understand the daily routines and cooperate well with each other and the staff. The skilful interaction of the staff helps children to develop their personal and social skills. For example, older children help to tidy away, prepare snack, serve their own lunch and clear away after themselves. Consequently, children are becoming very independent in their self-care skills and older children are well prepared for the next stage in their formal learning as they move on to school.

A computer and other programmable resources, enable children to develop a good understanding of information and communication technology. Older children independently operate computer games, through the use of the touch screen or by carefully manoeuvring the mouse. Children learn about the natural world as they take part in planned planting and growing activities in the vegetable garden or explore the wildlife

area to find small bugs or insects. The creative areas allow children to use their imagination in creating their own artwork, paintings and models. Some of their work is thoughtfully displayed in the 'art gallery' in each room, so that children are proud of their achievements. Staff constantly observe and listen to children, questioning them during activities in order to extend their learning and enhance understanding.

Partnerships with parents are a key strength of this setting and, as a result, parents comment that they feel well informed, supported and involved in their children's learning. Parents are invited to share what they know about their children as they start attending. The key person spends time during early settling visits talking to parents, which ensures that children's interests and starting points are identified and form the basis for ongoing planning for their learning. Parents receive detailed daily feedback about the activities their children have enjoyed and any progress is noted, so they can share in their children's experiences in the setting.

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

Throughout the setting relationships between both adults and children are good. This promotes a relaxed and happy environment, which enables children to feel cherished and secure. Arrangements to help children settle initially and build secure emotional attachments with their carers are very effective. Successful implementation of the key person system ensures children, from young babies through to the older children, feel safe and the individual needs of each child are met. The key person supports children to move from one room to the next within the setting, through planned visits. These enable the outgoing key person to liaise with the new key person to exchange important information and, as a result, moves are easier for the children. Staff know their key children well and confidently speak about children's development, their next steps and care routines. They share detailed information with parents to ensure there is consistency between the setting and home.

Children are learning to be independent in their self-care and staff encourage them to develop an understanding of healthy lifestyles. For example, children know they need to wash their hands before meals or activities, such as cooking. Staff effectively support children who have special dietary requirements, liaising with parents to ensure that children's individual dietary needs are met. Meals are freshly prepared on site each day and are healthy and nutritious. Meal times are social occasions with children sitting in small groups with a member of staff. This ensures that children get the support they need to feed themselves and staff encourage children to try a variety of foods. Drinks are accessible to children at all times and beakers are taken outdoors, especially in hot weather, so children can access a drink when they become thirsty. Babies' routines are respected and the key person undertakes most of their key children's personal care. Children are settled to sleep as they become tired, with babies settled into cots and younger children cuddling up in comfortable baskets.

Staff attach great importance to the children being outside and enjoying and benefitting from fresh air. They have recently extended the outdoor area for the babies and provide free-flow indoor and outdoor play for the older children. Children enjoy many

opportunities for physical exercise in the challenging and well-resourced garden. They energetically ride small wheeled toys or test their balance and coordination as they cross balance beams or climb up to the slide. Children learn how to keep themselves safe with gentle reminders from staff, such as how to handle small knives correctly while preparing snack. They are learning to take managed risks in their play, for example, as they climb increasingly challenging pieces of equipment.

Children are cared for in group rooms according to their age and needs. They benefit from the stimulating, welcoming environment and care they receive. Children make friends and are encouraged to share, be kind and show respect for one another. Staff promote children's good behaviour, confidence and self-esteem by praising them and recognising their achievements. Staff model good social manners, ensuring children use 'please' and 'thank you'. Therefore, children learn to be polite when talking to staff and each other. Transitions into school are supported well by staff, who build close links with the reception class teachers from the local schools. They are invited to visit the setting so that children can begin to build attachments before they start school.

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

The manager provides effective leadership, setting high aspirations for quality. She shares her vision with staff, which means they all work well together as a cohesive team. Effective support is provided by the board of directors. There is a shared understanding of the responsibilities the setting has to meet the requirements of the Early Years Foundation Stage. Self-evaluation is effective in highlighting successes. Regular staff and management meetings are used to reflect on practice, discuss and devise clear action plans to prioritise and target areas for development. For example, improvements have been made to the outdoor area, meal times have been reviewed so that children are more independent and further links are developed with other provisions to assist in the transitions process. Consequently, children have benefitted from the changes made. The views of parents and children are regularly sought, for example, through questionnaires, 'parent practitioner' meetings, daily discussions and a suggestion box is available in the setting.

Overall, staff use their knowledge of how children learn, to provide a broad range of experiences, which help them to make good progress. Staff carry out regular observations and assessments to monitor children's progress and identify any gaps in learning. While the manager and staff know the children well, so that they can support children's individual progress effectively, the supporting monitoring systems have been recently introduced and are, therefore, less well embedded into practice. As a result, there are some inconsistencies in the depth of a few children's assessment records.

Effective recruitment and thorough induction procedures are followed to ensure that all staff working with children are suitable to do so and they clearly understand their duties and responsibilities. The manager supports opportunities for staff to widen their knowledge and experience through training. Ideas and new initiatives are shared within the staff team and implemented, such as the 'Every Child a Talker' programme. The manager has recently introduced supervision meetings, where staff can discuss practice

issues and professional development and some staff have had annual appraisals. However, these meetings have not been consistently timetabled so they are regularly carried out, to support and develop each member of staff and further benefit children.

The designated person for safeguarding is clear about her role in meeting the safeguarding and welfare requirements so that children are kept safe. All practitioners have a good understanding of the safeguarding children procedures and they attend regular training to update their knowledge. Staff are proactive in ensuring that children's safety is maintained and the children are carefully supervised both indoors and outside. Rigorous systems are in place to assess risk and to ensure that the premises are safe and secure, in order to fully protect children. Clear policies and procedures, which are accessible to parents, support the good care and learning practices throughout the setting.

Strong partnerships are established with parents. Those spoken to speak very highly of the support they receive from staff and the good quality information provided both in writing and verbally. They explain how well they are involved in their children's learning and, importantly, that their children are happy and developing while attending the setting. Parents are involved in the setting in many ways, such as volunteering to help in sessions, helping during fundraising events or becoming part of the board of directors. Parents can contribute information to the children's assessment records and they are also invited to parents' evenings to discuss their children's progress. The setting works in very close partnership with other professionals and organisations involved in the care and well-being of the children. Regular communication and sharing of information assures continuity in care for the children and supports their families. This multi-agency approach, coupled with the staff's positive attitude, means that where children need additional input, individualised plans are formed in consultation with parents, to ensure appropriate support. Furthermore, there are very good links with other early years settings and local primary schools. This enables staff to complement and extend children's learning and encourage a smooth transition when they move on to school.

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	EY459269
Local authority	Norfolk
Inspection number	904053
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	42
Number of children on roll	60
Name of provider	Polka Day Care Ltd
Date of previous inspection	not applicable
Telephone number	01328 711699

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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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