

Polly's Day Nursery

Polly's Nursery, Park Lodge, Victoria Park Road, Stoke-on-Trent, Staffordshire, ST6 6DX

Inspection date	10/10/2013
Previous inspection date	18/10/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 provide an environment that supports every child's excellent learning through an exciting range of activities that are challenging and thoroughly enjoyed by children.
- The extremely knowledgeable staff know each child very well and how to engage their interests and therefore, children make significant progress from their starting points and very well prepared for school.
- The routines developed are highly effective in supporting children's emotional and social development and their independence.
- The professional and friendly relationship established with parents and carers results in a partnership of mutual respect. Staff value their contributions to help plan experiences to meet the needs of individual children.
- The utmost priority is given to securing children's welfare and safety by ensuring the safeguarding and welfare requirements are implemented, met and consistently monitored.
- The leadership team work exceptionally well at inspiring the staff team and have an excellent overview of the progress children make. They provide high quality monitoring to ensure the high standards are continuously maintained throughout the nursery.

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 in the playrooms and outdoor area.
- The inspector held a meeting and carried out a joint observation with the registered individual/manager.
 - The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the nursery, the provider's self-evaluation, development plan and a range of other documentation.
- The inspector also took account the views parents spoken to on the day and information and feedback from parent questionnaires.

Inspector

Parm Sansoyer

Full Report

Information about the setting

Polly's Day Nursery is privately owned and opened in 2004. The nursery operates from a two-storey, purpose-built premises in the Tunstall area of Stoke-on-Trent. The nursery operates over two floors of the building, with stairs leading to the first floor. Children have access to an enclosed outdoor play area. The nursery serves the local and wider community.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 39 children on roll, of whom all are in the early years age range. The nursery is open each weekday from 7.30am to 5.30pm for 50 weeks of the year. Children attend a variety of sessions. The nursery provides funded early education for three- and four-year-old children and supports children who speak English as an additional language.

There are eight members of staff. This includes the manager who holds Qualified Teacher Status, a member of staff who holds Early Years Professional Status, two members of staff who hold a qualification at level 5 and five members of staff who hold an early years qualification at level 3.

What the setting needs to do to improve further

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

- enhance opportunities for children under two years of age to make regular and excellent use of the outdoor area, as children of all other ages.

Inspection judgements

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

This small staff team work exceptionally well at providing a routine that offers a sharp focus on helping younger children acquire communication and language skills and on supporting children's physical, personal and social development. Consequently, all children make excellent progress from their starting points. For example, staff use observation and assessment to help plan and provide rich and motivating experiences, which are enjoyed by even the youngest children. It is clear to see the educational programme places a clear focus on opportunities for active learning. For example, small group work is used very well to help older children to problem solve, create and think critically. Consequently, children are extremely well prepared for school as they continue to be interested and show high levels of concentration during activities.

Partnership with parents and carers is extensively promoted through involving them from the start as they contribute well to their child's initial and ongoing assessments. Staff work extremely well with parents and carers of the more able children to further enhance their learning by providing resources and activity ideas for them to try at home. Children with English as an additional language are equally as well supported. For example, staff learn key words to help them settle and explain to parents and carers the importance of valuing the child's first language at nursery.

Children are warmly welcomed into rooms, which are organised with their needs in mind and the uniqueness of each child considered when planning for their needs. Children have excellent opportunities to increase their self-care and independence in this calm and nurturing environment. Children's communication and language is supported extremely well. For example, staff caring for children under two years of age skilfully and playfully interact with them, engaging their interests and reinforcing and introducing new words at every opportunity. For example, singing and story sessions are extremely successful as staff make excellent use of their voice, tone, eye contact and hand gestures to really engage children. Children over three years of age are introduced to a more challenging range of songs and rhymes, which are often linked to the topic and their interests and therefore, they respond by saying, 'again, again'. Staff place a clear emphasis on introducing new ideas, concepts and vocabulary, which are often linked to topics, such as, 'Pets', 'Into space' and 'Under the ground'. This means children receive a wealth of experiences, which feeds their curiosity and they are keen to learn and talk about what they are doing, seeing and thinking.

Children build excellent foundations for early literacy. More able children rapidly link sounds and letters because of the strong focus staff place on this. For example, they focus on three letters a week and provide fun rhyming, listening and letter recognition activities. An extensive range of opportunities engage children in making marks. For example, children use paint at the table and easel and use chalk, writing materials and sand to make their creations. A wide range of opportunities are available for children to develop their creative skills and use their imagination. They use a variety of resources and use their senses as they explore different materials and textures. For example, staff provide shaving foam, pasta, cereal, jelly and ice cubes to capture their curiosity. Children experience a range of painting techniques. For example, babies are encouraged to explore the texture of paint with their hands on the tabletop, while older children are completely absorbed at the easel in their own creations.

Children use a challenging range of physical play apparatus to test and extend their physical skills. All children clearly enjoy and benefit from the daily dance and movement session, which is popular with children. Babies under 12 months of age have a safe area to lie, sit and crawl and are supported exceptionally well by staff to take the next step in their physical development. However, there is scope for staff caring for children under two years of age to maximise use of the outdoor area to provide increased opportunities for outdoor play. The nursery is situated in a park and therefore, staff use the nursery outdoor area and the park to provide a wealth of experiences for children to learn about the natural world. For example, they consider the changing seasons and its effects, listen for noises and identify birds and wildlife. Children tend to potatoes, lettuce and cress and

have been following the life cycle of the butterfly and frog. They learn about the local community as they visit the dental practice, travel agents and the elderly in the community. In addition, staff provide opportunities for them to learn about the wider world as they celebrate a range of religious festivals.

Children's mathematical learning is fostered extremely well. All staff use the daily routine exceptionally well and adult-led activities to encourage children to count, sort, match and problem solve. The computer and interactive board provide excellent opportunities for children to consider mathematical concepts and is used extremely well to support other areas of learning, such as literacy. Staff differentiate planning to ensure all children are suitably challenged and consequently, they show sustained levels of interests and make excellent progress.

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

Excellent attention is given to children when they first start nursery, to help them settle and the routines adapted where necessary to meet their needs. The highly embedded assigned key person system and the small nature of the nursery means staff have exceptional knowledge of children's backgrounds, care and educational needs. Equally high attention is given to children when they transfer between rooms within the nursery. Parents are consulted and the settling-in process tailored according to their individual needs to make it an easy transition for children. Children are very well settled and staff are very attentive to their individual needs and the strong routines established are thoroughly enjoyed by children. Behaviour is exemplary and all children, including children in the toddler room, respond extremely well to the routines and praise they receive.

Excellent attention is given to encouraging children to adopt healthy lifestyles and staying safe. They benefit from a three weekly menu, which has been planned with a dietician to ensure meals and snacks are highly nutritious and healthy. Children learn how to keep themselves safe as they manage the stairs and how to stay safe in the park. Visitors to the nursery, such as the police and fire brigade help reinforce safety message further. In addition, display boards in the main entrance strongly reinforce messages to parents and carers, about health and keeping their children safe. This strong focus places a clear emphasis on promoting and securing children's well-being.

Staff are deployed extremely well to meet children's individual needs and to secure their safety and welfare. The planning of resources and the excellent balance of purposeful play and mix of adult-led and child-initiated activities, result in very positive outcomes in children's learning. Partnerships with the local schools are strong and continue to strengthen to exchange information and help support a smooth transition.

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

The leadership and management team consists of the two registered individuals. One takes responsibility for the financial matters and the other acts as the manager and oversees the educational programmes. They are supported by their deputy and these clear

roles and responsibilities ensure the smooth running of the nursery. The manager/registered individual has an expert knowledge of the learning and development requirements. Consequently, staff meetings are used extremely well for staff to share knowledge and as coaching sessions, to continuously improve practice. High standards are expected from the start, when staff are recruited and through the robust induction and ongoing monitoring of staff performance. Comprehensive supervision and appraisals and the diligent systems in place to manage any under-performance, are excellent. This results in securing educational programmes, which help children make outstanding progress in their learning.

All staff have a comprehensive awareness of safeguarding issues, such as the possible signs of abuse and neglect and the procedure to follow if they are concerned. All the required policies in relation to safeguarding children are in place and fully understood and implemented by the staff team, when required. There are robust recruitment, vetting and induction procedures in place to ensure staff are suitable to work with children. The environment is safe and suitable and staff give high regard to keeping children safe. For example, children are supervised at all times and excellent attention given to analysing any accidents that do occur and how they can be prevented in the future.

Parents and carers are extremely well informed about how the nursery operates and are regularly consulted about their views and opinions. These surveys are analysed and acted upon to ensure parents and carers help shape the service being offered. Parents receive detailed information about their child's day and are kept very well informed and up to date. The nursery is extremely motivated in working with other settings, local schools and other professionals and agencies to support transition and children's welfare, care and education.

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	EY359684
Local authority	Stoke on Trent
Inspection number	934584
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	29
Number of children on roll	39
Name of provider	The Partnership of Sarah Meakin & Susan Bourne
Date of previous inspection	18/10/2011
Telephone number	01782 790 790

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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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