

# Pollywiggle Day Nursery Swinton

84 Broadway, Swinton, MEXBOROUGH, S64 8HD

## Inspection date

Previous inspection date

19/12/2013

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

- Practitioners skilfully incorporate children's likes, choices and interests into the planning and daily activities. Therefore, children are happy, confident, engaged, motivated and enthusiastic learners.
- Practitioners' positive interactions and observation arrangements effectively contribute to promoting children's progress. In addition, they skilfully incorporate literacy and mathematics into all areas of learning.
- Relationships with children are good. Practitioners make effective use of 'thrive training' to support children's transitions from home and to promote their emotional well-being, attachments and bonds with their key person.
- Practitioners work well as a team and this contributes to keeping children safe. Through effective training programmes, peer observations, clear action plans and monitoring checks, management are taking effective steps to improve the provision and practice for children.

### It is not yet outstanding because

- Practitioners are not always taking full advantage of outings and visits to provide highly stimulating, rich, varied and imaginative experiences to support children's learning.
- Strategies to engage all parents in their child's learning are not always highly successful to support planning for children's exceptional learning and readiness for school.

## 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 toured the premises and observed children playing indoors and outdoors.
- The inspector completed a joint observation, she spoke with the manager, practitioners, registered person and children at appropriate times throughout the inspection.
- The inspector looked at children's learning records, planning documents, self-evaluation, evidence of suitability of practitioners and a range of other documentation, policies and procedures.
- The inspector took account of the views of some parents through discussions and documentation.

## Inspector

Helen Blackburn

## Full report

### Information about the setting

Pollywiggles Day Nursery Swinton was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Swinton, Doncaster and is one of six settings managed by Pollywiggles Day Nursery Limited. The nursery serves the local and wider community and is accessible to all children. It operates from a converted shop and children are cared for in one room. There is an enclosed area available for outdoor play.

The nursery employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one at level 5.

The nursery opens Monday to Friday, all year round, except for bank holidays. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently six children on roll, of these; all children are in the early years age group. The nursery provides funded early education for two-, three-and-four year-old children. It supports a number of children who speak English as an additional language or children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- enrich the educational programme for understanding the world, for example, by fully utilising the immediate environment and involving children in outings and visits so they access highly stimulating, rich, varied and imaginative experiences to support them in learning about their community, dangers around them and to build their confidence in social situations
- strive towards establishing highly successful strategies to engage all parents in their child's learning, for example, by looking at ways to effectively share and exchange information about children's next steps and learning at home so that planning is exceptional, it fully supports children's progress and readiness for school because it accurately incorporates what parents know about their child.

## Inspection judgements

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

Practitioners have a secure understanding of how young children learn and develop, therefore, the quality of teaching is good. This means practitioners support children in making at least good progress in their learning. This gives children a good start in life and

supports them in acquiring the skills to promote their future learning, such as starting school. For example, practitioners are actively involved in children's play, they encourage children to think about previous tasks and they make effective use of open-ended questions. Therefore, they support children in being active learners. For example, when playing with the dough, they remind children how they had previously solved a problem, such as adding paint to add colour to their dough decorations. In addition, through positive interactions and modelling good use of language, practitioners effectively promote children's development in language and communication. This includes supporting children who speak English as an additional language. For example, when looking at the dinosaur book, they introduce language, such as roar, snap and rattle, which widens children's vocabulary. In addition, when playing in the home corner, they provide running commentaries so that children hear spoken English in everyday communications. Practitioners make effective use of observations and assessment to ensure they have a secure understanding of individual children's abilities, likes and needs across all areas of learning. They accurately monitor and track children's progress, which means they quickly identify their next steps in learning. They skilfully incorporate children's personalised learning into the planning, ensuring activities reflect their likes. This results in children having a positive and enthusiastic approach to their learning. In addition, practitioners make effective use of children's choices to re-shape activities to promote their learning. For example, when children are playing in the role-play area and with the dinosaurs, they use this activity to encourage children to be imaginative and creative. As a result children pretend to make tea and they laugh with excitement when talking about their 'snoring dinosaur'. This fosters children's development in expressive arts and design, through their self-chosen play.

Overall, children access a stimulating and welcoming learning environment, where they independently access a wide selection of resources across all areas of learning. This includes practitioner's skilfully integrating literacy and mathematics into all areas. For example, books and leaflets feature in the role play area and labels and signs around the nursery support children in understanding that print carries meaning. In addition, numbers are reflected in the construction area, where children have access to rulers, tape measures, they look at photographs of buildings with numbers on doors, and they count in everyday situations. In addition, there are good opportunities for children to make lists, write and draw, this is because pens and paper are located in all areas. Therefore, children's progress in literacy and mathematics is good. Overall, practitioners foster children's development in understanding the world. Posters, activities and resources help children to learn about different cultural events and festivals so that they form positive impressions towards all people who live in society. In addition, children use resources that help them work out of things work and simple technology. For example, younger children enjoy playing with resources that require them to twist, turn, press and lift to make them work. The children also play outdoors, which means they experience the changes in seasons and the weather, which helps them to learn about the natural environment. However, there is scope to further enhance children's experiences in this area. For example, although children play outdoors at the nursery, practitioners are not always making full use of the local community and immediate area to support children's learning. For example, by taking children on outings and visits so they have first-hand experiences to learn about features of their community, dangers and risks within the environment and supporting them in gaining high levels of confidence in social situations.

Overall, practitioners have good relationships with parents. They provide a welcome booklet for them that outlines the service and how the nursery supports children's learning. They regularly update this booklet to reflect changes within the organisation, such as providing individual inspection judgements for each of their provisions. In addition, through notice boards, practitioners provide information about activities and services available at the local children centre. This encourages parents to make use of services within their local area. Practitioners regularly share with parents, children's progress, next steps and what they can do to support this at home. In addition, they encourage parents to share information about what children are learning at home. However, they recognise that the strategies they are adopting for sharing and receiving information are not highly successful in engaging all parents. Therefore, when promoting continuity and excellence in children's already good learning and readiness for school, planning is not always including all parents' views.

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

Practitioners gather detailed information from parents and carers when children first start at the nursery so that they are aware of children's starting points. They do this through discussions during settling-in visits, stay and play sessions and completing relevant documentation. This means practitioners have a good understanding of children's needs, likes, routines and progress. Therefore, when settling children and securing the transition from home, practitioners work closely with parents to promote continuity for children. All children work closely with their key person and this means they build up strong bonds, attachments and secure relationships with them. Therefore, children are happy, they feel safe and settled in their care. In addition, when supporting children's emotionally well-being, they make use of ideas from 'thrive training'. This training enables practitioners to understand the importance of secure attachments, it supports them in helping children feel as if they belong and valued for their unique qualities. This results in good relationships with children and this promotes their children's progress in their personal, social and emotional development. This, alongside effective transition arrangements and information sharing, gives children the confidence and emotional security to embark on new challenges. For example, when they are starting school or nursery.

Practitioners provide a welcoming environment for children and their families. Parents and carers are welcome at the nursery at any time. Practitioners display children's work and photographs around the nursery so that they have a sense of belonging. Practitioners manage children's behaviour well, and this includes using ideas from 'thrive training'. For example, when young children show signs of frustration and a strong sense of will and determination typical for their ages, practitioners manage this well. They intervene when appropriate, for example, when children are calm, they get down to their level and talk to them in quiet, soothing voices. They also recognise they need to provide opportunities to support children in understanding their feelings and choices of their peers. Therefore, elevating their frustrations when other children opt to play alone rather than with them. In addition, practitioners are positive role models; they provide consistent routines and effectively praise children. Therefore, children learn about boundaries, sharing, taking turns, right and wrong. Additionally, practitioners skilfully include children's choices, likes

and interests into the planning of activities. Therefore, children feel valued and this promotes their confidence and high self-esteem.

Through play, routines and discussions, overall, children are developing a good understanding of safety, health and hygiene. For example, children take part in fire evacuation practices so they know what to do in an emergency. Also during activities, they discuss how to use equipment safely. However, practitioners are yet to fully embed in practice the use of outings and visits to promote first hand experiences for children to discuss road safety and risks in the environment. Practitioners implement a good range of policies and procedures that contribute to promoting children's health. Through cleaning routines and management of illness, they minimise the risk of infection and illness. Through everyday routines, such as hand washing, children are developing a good understanding of their own personal hygiene needs. Practitioners provide varied and nutritious snacks and meals for children and this provides good opportunities for children to talk about the benefits of making healthy choices. In addition, they effectively promote children's self-care skills and independence. For example, during snack and lunch, older children independently pour their own drinks; they serve their lunch and butter their own crackers. This includes practitioners providing any support needed for younger children to promote their growing independence skills. Through playing outside, which children can access freely throughout the session, children have good opportunities to be active. This also means they enjoy the benefits of playing in the fresh air. This promotes children's health and all round development because practitioners encourage children to lead a healthy lifestyle.

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

Practitioners have a good understanding of the importance of meeting the safeguarding children's welfare requirements of the Statutory framework for the Early Years Foundation Stage. All practitioners complete safeguard training to ensure they have a secure understanding of the potential signs of abuse and neglect. In addition, they have detailed safeguard policies and information on the role of external agencies. This means they have a clear understanding of the procedures for reporting concerns and sharing information regarding any vulnerable children. This contributes to protecting children from harm. When protecting children and keeping them safe, practitioners implement a wide range of detailed policies and procedures. These include, how they manage children's behaviour, risk assessments, safeguarding policies and monitoring of accidents. This means they put in place good precautions to minimise potential risks. For example, supervising children, securing any wires, ensuring at least two adults are present at all times and completing regular safety checks. This includes, updating their risk assessments when fitting new equipment, such as a reading canopy, which provides a private space to promote and encourage children's language. Practitioners are fully aware of their responsibilities in keeping children safe because it forms part of their induction programme. In addition, robust recruitment and vetting procedures, which includes evidence of suitable checks on practitioners to ensure they are suitable to work with children. This contributes to safeguarding children. Through good deployment of practitioners, working well as a team and maintaining adult to child ratios, they supervise children well, both indoors and

outdoors. Therefore, providing a safe learning environment for children to play, where routines are smooth and consistent. This means children experience a day that flows smoothly and calmly because practitioners work well together.

Through reflective practice, regular meetings, self-evaluation and research, the nursery are proactive in bringing about positive change for children. Practitioner's commitment, drive and ambition to improve the provision for children is good. For example, their detailed action plans provide a clear overview of their future improvement plans. These include exploring ways to involve parents and review of the music area. Practitioners access a varied range of training to support their professional development. This includes management expecting all practitioners to achieve a recognised qualification at level 3 or above. Therefore, promoting a well-qualified workforce. Practitioners are proactive in using ideas from training to improve the provision for children. For example, introducing an enclosed area in the reading corner. This is because they recognise it provides a 'communication-friendly space', which encourages children to talk with their peers. In addition, through appraisals, peer observations and 'unannounced monitoring checks', management support practitioners' personal effectiveness. For example, through 'unannounced monitoring checks', management test and monitor the quality of teaching, educational programmes and requirements. These checks inform future improvement plans and demonstrate good measures are in place sustaining improvement and supporting children's achievements over time. Practitioners welcome the views of children and parents and they seek feedback through questionnaires, discussions and focus research. For example, researching whether parents know their child's key person and the role they play in meeting children's needs.

Overall, practitioners have good relationships with parents. They regularly discuss children's needs with them, although they recognise there is scope to enhance how they engage them in their child's learning. Discussions with parents and information on questionnaires demonstrate they are happy with the service. Parents state their children enjoy their time at the nursery and they feel staff are friendly and welcoming. Practitioners work well with other professionals and agencies involved in children's learning and care. For example, they have strong links with health professionals, external agencies and local schools. This includes making use of services within the local children centre to support children and families. In addition, practitioners understand the importance of working with others to set clear goals and targets to support all children. Therefore, measures are in place to support all groups of children, including those with special educational needs and/or disabilities.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY469315
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	948130
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	20
<b>Number of children on roll</b>	6
<b>Name of provider</b>	Pollywoggle Day Nursery Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	08443248889

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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