

Pollywiggle Day Nursery Ltd

182 Fitzwilliam Road, ROTHERHAM, S65 1QA

Inspection date	12/03/2014
Previous inspection date	07/01/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Assessments of children's progress are accurate and information from them is used to inform planning. This means practitioners provide children with challenging experiences that take into account their skills and promote their good progress in learning.
- Children who speak English as an additional language are given high levels of support. Their home language is promoted and this means they are making strong progress in their development of communication and language skills.
- Effective safeguarding policies and procedures are in place and swift action has been taken to address any areas of weakness. This means children are protected at all times.
- A concerted drive for improvement that facilitates clear action plans focuses on identified areas for improvement to build on the already substantial progress made in raising the standards of the provision.

It is not yet outstanding because

- Practitioners do not always listen perceptively to children and, as a result, some of the youngest children do not have time to answer questions. This means their knowledge and ideas are not explored in as much detail as they could be.
- Systems for communicating with parents are not yet robust enough to ensure all parents are accessing the wealth of information on offer and this means not all parents are well informed about the activities and events their children are taking part in.

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 main playrooms and the outside learning environment.
- The inspector had a joint observation with the manager.
- The inspector held meetings with the manager of the provision, the area manager and the registered provider.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents spoken to on the day and from information included in the setting's own parent survey.

Inspector

Nicola Dickinson

Full report

Information about the setting

Pollywiggle Day Nursery Ltd 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 a four storey premises in the Eastwood area of Rotherham, and is one of six nurseries owned by a private company. The nursery serves the local area and is accessible to all children. It operates from three rooms and there is an enclosed area available for outdoor play. The nursery employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday term time only. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently nine children attending who 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.

What the setting needs to do to improve further

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

- In conversations with groups of children where there are different age groups, and during their play, be perceptive to their cues and take into account their different abilities to ensure all children have the opportunity to answer questions and share their knowledge and ideas in more detail

- further develop the systems in place for communicating with parents so that parents who are less confident to engage, are accessing the wealth of information available to them about their children's learning and the experiences planned for them.

Inspection judgements

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

Pollywiggle Day Nursery is a pleasant and cheerful environment for young children. Practitioners have a thorough knowledge of the Early Years Foundation Stage and this means they can provide children with a wide choice of activities that spark their interest and motivate their learning. For example, they provide children with a variety of different media for making collages. They consider the abilities of each child and provide them with equipment suitable to their stage of development. Practitioners support them in testing their skills when they set themselves challenges and this helps them to make progress in their learning. For example, they encourage them to develop their skills in using small tools, such as using scissors to cut paper into shapes. Children learn mathematical concepts as they fill and empty different sized containers during their play with water and while measuring out ingredients during baking activities. They develop their understanding

of early literacy by freely accessing a range of resources for making marks including sand, mud, cornflour and water and various media for writing. There are instances where some practitioners miss children's attempts to answer questions during small group activities because they do not always listen perceptively to them. This means, in some instances, the youngest children's knowledge and ideas are not explored in as much detail as they could be. For example, during a craft activity practitioners do not give them enough time to answer questions before they move on in the conversation. Despite this, learning records show that children are making good progress in all areas of learning.

Practitioners in the nursery work with other nurseries in the Pollywiggles group to plan educational programmes that get children ready for the next stage in their learning, which is usually school. As a result, they enjoy adult-led activities that focus on the specific areas of learning. For example, children develop early literacy skills during story sessions and they can identify letters from their name. They develop their understanding of technology by completing simple age-appropriate games and puzzles using interactive equipment. Practitioners obtain starting points from parents and this means they can plan educational programmes that focus on the needs of each child and take account of the skills they have already acquired. Key persons have a thorough understanding of where each child is in their development. This means children are provided with activities that challenge their skills and drive forward their progress because they target their next steps and reflect their preferences for learning. For example, children develop their physical skills as they learn to balance on logs and beams and they learn to jump and hop. Children's communication and language skills are supported by practitioners through music sessions, everyday conversations and small group activities. Children who speak English as an additional language are supported well in developing their understanding of English by practitioners who proficiently use props and physical gestures to help them understand spoken language. Practitioners help them to make associations between English and their home languages and, as a result, they make good progress in the development of communication skills.

The nursery has secure partnerships in place with other professionals and is developing their relationships with the local primary schools. Key persons work alongside speech and language therapists to promote language development with children who enter the nursery below the projected targets for their age. They are making strong progress towards the early learning goals and the gaps for those children are narrowing. Tracking and assessment of children's progress ensures information shared about children's attainment is accurate. Partnerships with parents are, in general, robust. Through regular discussions and meetings with parents, practitioners find out about children's interests and share their next steps. By exchanging information in this way practitioners' knowledge about children's learning is kept up-to-date. Learning records track children's progress and they are made available for parents to view. The required progress checks at age two have been completed and shared with parents. This ensures children who might need early intervention are quickly identified and systems put in place to support them are well-timed and effective. Through regular newsletters and information displayed on notice boards, parents are kept informed about the activities their children are participating in. Although there is a wealth of information available to parents, not all of them are accessing it and this means some of them are not well informed about events in the nursery.

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

Practitioners are observant at all times ensuring children are well supervised and kept safe. Behaviour is managed well and children who exhibit unwanted behaviour receive age-appropriate and consistent messages. As a result, they are developing a thorough understanding of right and wrong and this means behaviour in the nursery is good. Children are encouraged to risk assess for themselves. For example, they observe safety rules during trips and learn how to cross the road safely. Outside agencies, such as, the local lollipop man and police community support officers visit the nursery to support children's understanding of their community. As a result, they are developing a suitable knowledge of how to keep themselves and others safe.

Although the staff team is new, the key person system is robust and supports children in forming secure attachments with welcoming and caring practitioners. Parents value the involvement the nursery has in their children's lives. They comment that their children have good friends, they are happy and they are always keen to attend. When children start in the nursery they enjoy short settling-in sessions with their parents. These help the smooth transition and provide some continuity in their care. Children in the nursery demonstrate they are happy and confident as they independently explore the wide range of resources available. They receive good levels of support to get them ready for the next stage in their learning for example, moving on to school. Nursery routines, such as serving themselves at snack times familiarise them with some of the routines they will experience in school. Parents are encouraged to provide healthy choices in children's lunch boxes and discussions at meal times help children to understand how making healthy choices promotes their overall health and well-being. They enjoy a varied range of healthy snacks including lots of fruit and fresh vegetables and are offered milk or water to drink. They learn about personal hygiene through everyday care routines and as a result, they are independent in attending to their own personal care needs when they move onto school.

Children in the nursery freely access the well-maintained outdoor play area where they can enjoy a range of resources that promote their physical development. They use ride-on toys, balance on tyres and beams, and play games with enthusiastic practitioners. They explore mud patches looking for bugs and inspect spider webs that prompt discussions that promote their knowledge and understanding of the world around them. Children explore growth and change by caring for and monitoring the progress of the vegetables they have planted. Children who attend the nursery come from a varied cultural community and they develop their knowledge of equality and diversity through an appropriate range of activities, including role play, visits in the community and exploring musical instruments and songs from around the world. Through effective teaching children are beginning to understand the needs of others and this is helping to prepare them for the larger shared environment of school. This is demonstrated through the strong peer relationships they have with adults and other children.

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

The nursery management team implements effective recruitment and induction procedures and this ensures all appropriate checks are completed to make certain practitioners are suitable to work with children. All practitioners have attended safeguarding training and the manager has attended advanced safeguarding training to develop their knowledge of how to keep children safe. All staff have a good understanding of safeguarding issues. There are clear lines of accountability and practitioners demonstrate a full understanding of their responsibilities for ensuring children are protected. Written risk assessments are in place to ensure children are kept safe both on the premises and during trips and these are reviewed and updated, where necessary. The premises and equipment are checked each day for hazards and they are well maintained and safe. All resources are suitable for children to use. The premises are kept secure at all times and security measures are adhered to. Records of visitors are kept and a register of the children attending, including when they arrive and leave is in place and this ensures ratios are maintained. All members of staff hold a current first aid certificate, which means that they can give appropriate treatment if there is an accident to a child.

The management team and nursery practitioners are focused on driving improvement and raising the standards of the provision. An intensive programme of self-evaluation has facilitated targeted action plans and, as a result, all previous notices to improve have been addressed successfully. A determined effort by managers, practitioners and other professionals has expedited substantial improvements in the nursery since its last inspection. The nursery seek parents' views through daily discussions and questionnaires and their views are taken into account when evaluating the service provided. The nursery has worked very hard to develop planning and assessment of children's learning, and to involve parents in their children's learning experiences. They are involved in the monitoring of their progress and this means they have a good understanding of their children's next steps in learning. The manager supports parents' understanding of the nursery's practice by providing them with copies of the policies and procedures and they demonstrate a sound knowledge of the service provided.

Through a focused programme of professional development the manager has attained a thorough understanding of the learning and development requirements and she is competent in assessing the quality of teaching delivered by her staff team. Practitioners in the nursery all have appropriate early years qualifications and this means they have the knowledge to implement planned educational programmes effectively. The management team are committed to developing their teaching skills further and ongoing mentoring through a system of peer observations and staff appraisals ensures weaknesses in practice are identified. As a result, training is targeted to tackle any underperformance, and build on the abilities of practitioners who are already skilled. Performance management systems are in place to ensure planned learning is closely monitored to make sure it offers children challenge and promotes their continuing progress. By scrutinising their practice in this way, the management team can quickly identify gaps in children's learning and any weaknesses in the provision.

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	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

Unique reference number	EY469317
Local authority	Rotherham
Inspection number	960118
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	64
Number of children on roll	9
Name of provider	Pollywiggles Day Nursery Ltd
Date of previous inspection	07/01/2014
Telephone number	08443224889

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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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