

# Pollywiggle Day Nursery

Adwick Acorns Children's Centre, Central Avenue, DONCASTER, DN6 7RU

<b>Inspection date</b>	18/06/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	2 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's learning is well planned for because staff know children well and use observations effectively to plan their next steps in learning. Consequently, children make good progress in their learning.
- Children are safeguarded because staff implement comprehensive policies and managers use a robust safer recruitment procedure.
- Staff work in partnership with parents to ensure they are meeting children's needs. As a result, children are happy and confident at nursery and form secure attachments to staff.
- Staff are actively encouraged to share good practice and observations of staff are used to inform their continued professional development. Consequently, staff and managers work effectively to continually improve practice for the benefit of children.
- Children receive a broad curriculum that meets their individual needs because staff use a range of systems to monitor children's progress and identify areas for development.

### It is not yet outstanding because

- Occasionally, staff do not use the most effective teaching strategies. As a result, not all opportunities to support early language and thinking skills are maximised.

## 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 children's activities in the playroom and in the outdoor learning environment.
- The inspector talked to the nominated person, manager, staff, key persons and children throughout the inspection.
- The inspector conducted a joint observation with the manager.  
The inspector looked at various documents, including a sample of policies and procedures, children's records, planning and assessments and evidence of staff suitability.
- The inspector took account of parents and carers views.

## Inspector

Alison Byers

## Full report

### Information about the setting

Pollywigggle Day Nursery 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 Adwick Acorns Children's Centre in Doncaster and is managed by a private company. The setting serves the local area and is accessible to all children. It operates from the main playroom of the building and there is an enclosed area available for outdoor play. The setting employs four members of childcare staff. Of these, all hold appropriate early years qualifications including three at level 3 or above. The nursery opens Monday and Friday, 12.30pm until 3.30pm and Tuesday, Wednesday and Thursday, 8.30am until 11.30am. Children attend for a variety of sessions. There are currently four 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:

- focus more precisely on the questioning strategies used by staff so that staff use a range of techniques that are differentiated to match children's individual learning needs.

## Inspection judgements

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

Children make good progress in their learning at the nursery because staff have a good understanding of how to support children's learning. Staff get involved with children's play and use it to teach them key skills. For example, staff extend children's learning by helping them add pencils as candles to their sand castle cakes and support them to count them. Staff engage children in interesting activities, such as painting with water, so they can start to teach children about the letters in their name. Overall, staff have a clear focus on developing the knowledge and skills children will need as they transfer into school. Children enjoy imaginative games and they play with what they know about cooking at home and going on holiday. Staff support these games and use them to stimulate conversations with children about the things you do at the seaside. Children who speak English as an additional language are supported to learn new words because staff repeat words and phrases to reinforce learning. They speak clearly in simple sentences to children as they explain the difference between a watch and a clock. Staff use some good questioning techniques to support children's learning, for example, by asking children what they are making as they play with the sand and how to share out the water in the buckets. However, occasionally staff do not maximise opportunities to develop children's thinking skills and early language because they do not use open-ended questions

effectively and their questions are not matched to the different learning needs of children.

The children at the nursery have access to an interesting range of resources that provide opportunities for them to create, explore and investigate. Inside, children enjoy snuggling in the book corner and reading stories with staff. They build towers and roads out of bricks and create pictures of snowmen in the craft area. Outside, they use a range of everyday objects in the sand, such as, teapots, plates and pans to experiment with filling and emptying different containers and learning about quantity. Staff support children to investigate how they can scoop up enough water to wash objects down guttering pipes and they delight in the splashes at the other end.

Children's learning is well planned because staff take the time to get to know the children and use their knowledge of children's interests to plan activities that will engage and challenge them. Staff make regular observations of children to ascertain their interest and how they learn before planning children's next steps in learning. For example, staff observe children imitating what they see at home in the role play area; Staff plan baking activities to introduce mathematical concepts and enhance the role play provision by adding items associated with birthday parties. Staff use children's ongoing interest in film characters in a range of activities including craft, imaginative play and singing. As a result, children are successfully drawn into activities that allow staff to teach them through play. Staff use their observations of children to make accurate assessments of children's learning using information about how children develop. They collect information from parents before children start about children's preferences so that they can provide interesting activities from the start and inform their baseline assessments of children. Staff regularly review children's progress to ensure all children are making good progress across the curriculum and this information is shared with parents. Continued communication with parents supports staff's understanding of what children are doing at home and allows them to share ideas with parents to provide continuity of learning.

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

Children are happy and confident at the nursery because staff are welcoming and attentive to each child's needs. Staff build strong relationships with children because they work hard to settle them when they start at nursery. They collect information about children's care routines from parents to ensure they are able to meet children's individual needs. Children who are upset when they start receive reassurance from warm and kind staff so children quickly form secure attachments. Staff are interested in the children and talk to them about their families and what they have been doing at home. As a result, children feel valued and their self-esteem develops. Children demonstrate their confidence because they frequently initiate conversations with staff, inviting them to join their game and asking them for their help. Behaviour management training has developed staff's understanding of the causes of difficult behaviour and therefore how situations can be resolved. Staff are reinforcing good behaviour by reminding children about manners during snack time and children are thanked by staff when they are helpful. Children enjoy helping staff fill the water table and staff effectively resolve disputes about watering cans explaining to children they must take it in turns. Consequently, children are learning to tolerate each other and play alongside others. Staff teach children to be kind to creatures

when they find spiders in the garden. Overall, children are supported by staff to develop the personal, social and emotional skills they will need as they transfer into school.

Children's developing independence is supported because they can easily access the resources and combine items to allow them to lead their own play. For example, children independently find their favourite princess figures to join their play in the sparkly water. Children demonstrate their independence through routines, such as hanging up their own jackets and washing their own hands. Staff teach children good hygiene routines because they remind children they must use soap when they wash their hands before snack time. Children are developing healthy lifestyle habits because they enjoy eating a balanced snack that includes a range of fruit. They also enjoy continuous access to the outdoor area and visits to the local playground to provide fresh air, exercise and develop their physical skills.

Staff help children to be safe and manage their own risks because they talk to children about what might happen. For example, staff explain to children why it is not appropriate to sit on the soft play cylinders at snack time because they are wobbly. Children push each other in the ride on toys and experience the weight and difficulty as they move around the grass. Staff support their understanding by explaining why they must be careful as they arrive on the play matting because they will go faster.

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

Staff and managers at the nursery have a clear understanding of their roles and responsibility to safeguard children. There is a comprehensive policy that covers all aspects of the procedures staff would follow if they had concerns about children's welfare or safety. All staff receive basic safeguarding training during their induction and attend local authority training to ensure they have detailed and up-to-date knowledge. The managers implement a robust safer recruitment policy that includes taking references and obtaining suitability checks, to ensure that children are kept safe and staff work effectively with children. There are a wide range of policies and procedures to facilitate the smooth running of the nursery. Risk assessments covering all aspects of the setting are completed in conjunction with the other organisations that use the building and staff take advice from relevant professionals about health and safety issues. Daily checks are made to ensure that the play areas are safe for children to play and explore. All staff are trained in food safety and hygiene so procedures relating to the hygienic preparation of food are effectively implemented to reduce the risk of cross-contamination.

Managers have good systems in place to monitor the quality of the educational programme and support the professional development of staff. Children's progress is reviewed regularly and managers collate this information so that they can identify any children who are working below the expected levels for their age. Staff and managers can then plan suitable interventions as necessary. Planning procedures require staff to plan activities and resources for each area of learning based on individual children's interests and needs. As a result, children receive a broad educational programme that engages

them. Managers and staff work together with other nurseries to moderate their assessments of children so that they accurately reflect children's achievements. The nursery benefits from being part of a group of nurseries because managers and staff are actively supported to share good practice and learn from each other. Managers regularly observe staff's practice and they are encouraged to observe each other. This information is used to inform a detailed and comprehensive appraisal and supervision process that supports staff's professional development and encourages staff to reflect on their practice. The self-evaluation of the setting is an ongoing process and reflects conversations with parents and children and incorporates advice from the local authority. The areas identified for improvement reflect the challenges they face in engaging more families with the nursery and building on resources to reflect their needs.

The nursery is located in a children's centre so staff work closely with other professionals, for example, family support workers and health visitors. Staff work in partnership with these external agencies to share information and support children and families as necessary. Staff are developing links with local schools to enable them to share information about children to support them as they transfer into school. Partnerships with parents have helped staff to support children who speak English as an additional language. For example, activities and displays developed by staff showing numbers in other languages are appreciated by parents who help staff with the correct pronunciation of the words.

### **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

<b>Unique reference number</b>	EY474040
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	950028
<b>Type of provision</b>	Full-time 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>	4
<b>Name of provider</b>	Pollywigggle Day Nursery Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07801 841770

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

