

Pollywiggle Day Nursery

Highfields Primary Academy, Market Street, Doncaster, DN6 7JE

Inspection date

Previous inspection date

27/06/2014

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

- Staff use an interesting range of resources and effective teaching strategies to engage children in purposeful play. As a result, children are challenged by the curriculum and make good progress in their learning.
- Children are kept safe because staff and managers understand and implement a comprehensive range of safeguarding policies, including a robust safer recruitment procedure.
- Children are happy and confident at the nursery because staff create a nurturing environment and build strong relationships with children and their parents.
- Staff effectively promote children's independence because they support them to complete everyday routines themselves, for example, pouring their own drinks and putting on their coats.
- Managers use effective systems to monitor the effectiveness of the nursery and ensure that all children are making good progress. As a result, staff are supported to reflect on and evaluate practice so that outcomes for children continue to improve.

It is not yet outstanding because

- Children's fast changing interests and needs are not always planned for because the current planning systems do not respond quickly enough to staff's observations of children and detailed information from parents is not always collected.

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 two playrooms and the outdoor area.
- 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 assessment and evidence of staff suitability.
- The inspector took account of parents and carers views.

Inspector
Alison Byers

Full report

Information about the setting

Pollywoggle Day Nursery was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Highfields area of Doncaster and is managed by a private company. The setting serves the local area and is accessible to all children. It operates from a ground floor unit of Highfields Primary Academy and there is an enclosed area available for outdoor play. The setting employs five members of childcare staff. Of these, all hold appropriate early years qualifications, three at level 3. The nursery opens Monday and Friday, from 8.30am until 11.30am and Tuesday, Wednesday and Thursday from 12.15pm until 3.15pm. Children attend for a variety of sessions. There are currently 14 children attending 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 with special needs educational 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:

- streamline the planning procedure so that it responds more quickly to staff's observations of children's fast changing needs and interests and includes more detailed information from parents about what children can already do.

Inspection judgements

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

Children attending the nursery make good progress in their learning because staff have a very good understanding of how children learn. They know children well and how to support their individual needs. Staff use a range of teaching strategies that are appropriate to the age and stage of children who attend. Outside, staff model for children the scooping skills they need to make pretend cakes from mud using the spoons and trays that are available. Staff provide a commentary to what they are doing and use it to teach children about numbers as they count the mud cakes they are making. They explain to children what they are doing and why they should fill up the big bucket so they can fill their watering cans. Children playing with the water are helped to count the little buckets and are able name some colours. Overall, staff are supporting children to acquire the skills and knowledge they will need when they transfer into school. Staff ask children questions to extend their learning and develop their thinking skills. For example, children pouring water down the guttering are asked where it is coming out and staff talk to children watering the plants about what they need to grow. Staff read books with children who enjoy sitting close and respond to the questions asked by staff about what they are reading. Children are developing their communication and language skills because staff generate conversations with them about what they have been doing and what their favourite toys are.

The resources and equipment provided by the nursery are carefully planned to reflect the needs of children who attend and to provide them with interesting learning opportunities. Staff are careful not to overwhelm children and work hard to teach children how to use equipment appropriately before introducing more resources. For example, children have learnt not to drink the water from the water table and that they need to put paper on the easel to paint. Resources provided for role play are real life objects, including flowers, vegetables and soap. This allows children to play with what they know and develop their imaginations. Staff introduce these objects to children using a planning basket during group time, so that children can explore them and staff can explain what they are for. Children are then supervised so they use them appropriately and staff can engage them in purposeful play. For example, children enjoy pretending to wash the baby dolls and each other, talking to staff about what they are doing.

Staff know children well because they make regular observations and accurate assessments of children's achievements. Children's progress is tracked and the manager collates this information in order to monitor the progress of different groups of children. Analysis of this data shows that all children are making good progress and gaps between girls and boys are beginning to close. Staff use details from their observations to plan the next steps in learning for individual children. These inform the weekly planning for the nursery and staff also respond on a daily basis to the interests of children. For example, staff observed how children enjoyed the sensory experience of exploring cooked spaghetti and hiding things in it. The next day staff extended the activity by changing the colours, adding glitter and hiding toy animals in it. However, due to the number of children, the current planning system does not always respond quickly enough to the changing interests and needs of the age of children who attend. Information is collected from parents when children start about their preferences and interests to help staff get to know children quickly. However, it does not always include detailed information about the skills children already have, to further inform staff's baseline assessments of children. Parents are kept well-informed about their children's progress because staff share the progress check for children aged between two and three years with them. Staff talk to parents about what children are doing at home and parents are encouraged to complete 'wow' notes about what makes their children special.

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

Children are happy and confident at the nursery because staff create a welcoming and nurturing environment. Staff work with parents to settle children into the nursery and they are comforted by kind and caring staff. Children enjoy snuggling on staff's laps at group time and to look at their favourite books. They form secure attachments to staff and their bonds are demonstrated as children invite staff to come under their umbrellas in the rain outside. Staff have built these trusting relationships with children over time by providing care that is consistent to their needs because they work in partnership with parents. Expectations of behaviour are made clear by staff and they talk to children about how they share toys when they are at nursery and cooperate with others. Children are encouraged to say sorry to other children and are reminded to say please and thank you

at snack time. Staff praise children when they are kind to others and encourage them to use appropriate behaviours. For example, children are learning to sit on their bottoms during group time and are praised for tidying away their spoon and cup after snack. Staff are interested and listen carefully to children when they talk so they feel valued. Overall, children are supported by staff to develop the personal, social and emotional skills they will need as they transfer into nursery at school.

Staff effectively use routines to promote children's growing independence. Children receive differentiated support as they learn how to pour their own milk at snack time. Staff hold the jug with younger children to model the actions they need, while older children demonstrate the skills they have learnt by collecting a cup, pouring some milk and then tidying away, with only a verbal reminder from staff. Children are learning to put on their own coats as staff patiently help them and explain how to put their arms in first. Resources are freely accessible to children but staff are always on hand to teach newer children how to put on painting aprons and wash their hands. Children are learning to manage their own risks because staff use running races to teach them how to stop before the edge of the grass and remind them to walk when they are inside.

Children are developing healthy lifestyle habits because staff provide them with healthy drinks and snacks. There is continuous access to the outdoor so that children enjoy fresh air and exercise and experience a range of weather. Staff support children to develop the skills they need to manage their own personal needs. Low-level sinks allow children to practise appropriate hygiene routines as they wash their hands before snack.

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

Staff and managers have a good understanding of their roles and responsibilities in safeguarding children and they receive regular safeguarding training to keep their knowledge up-to-date. Staff implement a comprehensive range of policies and there are clear procedures to follow should staff have concerns about the safety and welfare of children. Managers use a robust safer recruitment procedure that includes several references, suitability checks and work based interviews to ensure that staff are suitable and work effectively with children. New staff receive a detailed induction and are supported by the manager to become familiar with the nursery's policies and procedures. Staff and managers reflect on routines within the nursery so that children are kept safe. For example, the procedure for collecting children at the end of the session is reviewed by staff, to ensure that children leave in an orderly way with a parent. A range of policies are used by staff to enable the setting to run smoothly and risk assessments are displayed that cover all aspects of the setting and resources. Staff with food hygiene qualifications support the effective implementation of routines that reduce the risk of cross-contamination during the preparation of food.

Managers use a range of systems to monitor the nursery and reflect on the quality of the practice. Planning systems require staff to provide activities that cover the different areas of learning and development and that are linked to children's interests. Managers carry out

spot checks to monitor the quality of the resources and make sure that children's development records are kept up-to-date. Staff are supported by managers in their professional development through an appraisal system that is informed by observations of their practice. They are encouraged to observe each other, which generates a reflective culture where staff respond positively to suggested improvements. The manager knows her staff well and supports them on a daily basis to evaluate their practice and the equipment they are using. For example, small changes are made to the position of tables, to enable children to more easily access the activities and to encourage their physical development by lowering resources, so they learn how to squat. Training received by the manager has a direct impact on the equipment and resources provided by the nursery. The manager works with staff to audit each area of the nursery and plan how to make it accessible for children. For example, the bricks available for construction are simplified and displayed according to colour and shape. Evaluation of the nursery is an ongoing process that is linked to the needs of children who attend by the observations staff make of children. The nursery is also supported by advisors from the local authority.

The nursery is located within the children's centre in the local primary school. As a result, there are close links with a range of different agencies and professionals. The room used by the nursery is shared with other groups who use the centre and the manager works closely with them to discuss the room and equipment. There are effective partnerships with agencies that are supporting children and families so that information is shared. For example, speech and language therapists share details of the strategies they are using to develop children's skills so that staff can continue these in nursery. As a result, children with special educational needs and/or disabilities receive the additional support they require and make good progress in their learning. Staff use learning at home newsletters to share ideas with parents about how to support children's play at home. Connections with the school are developing and staff share information with teachers about children's assessments.

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	EY474043
Local authority	Doncaster
Inspection number	950029
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	14
Name of provider	Pollywiggle Day Nursery Ltd
Date of previous inspection	not applicable
Telephone number	0114 2293120

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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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