

# Pollywiggle Day Nursery

Mexborough Childrens Centre, Wath Road, Mexborough, S64 9ED



## Inspection date

1 June 2015

## Previous inspection date

24 June 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Leaders and staff work hard and have made the required improvements since the last inspection. They are always looking for ways to be even better.
- Parents speak highly of the nursery and staff. They value their help to support their child's care and learning at home and confirm their children are making good progress due to attending the nursery.
- Children are happy, settled and making friends. They confidently choose what they want to do from the good range of activities both indoors and outdoors and clearly enjoy learning through their interactions with adults.
- Staff know which children require extra support to help them develop, particularly with their speech and language skills. They provide a good range of activities and interact well with children as they play. As a result children catch up quickly.
- Leaders and staff receive good professional support and access a wide range of training. This ensures they fully understand how to best support children's learning and development, safety and well-being.

### It is not yet outstanding because:

- Staff do not always make sure they give children enough time to think for themselves and answer questions, to further support their learning.
- Whole group times do not always meet the needs of less able children who become distracted. Staff do not use all the opportunities available to help children learn how to take care of themselves.
- Newer, less experienced staff need more time to fully benefit from the support available to help improve their teaching to a consistently high standard.

## What the setting needs to do to improve further

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

- support children to make even better progress by; giving them time to respond to questions, more opportunities to practice and promote their writing skills, mathematical development and independence and improve the impact of whole group activities so the needs of all children are fully met.
- continue to support newer and less confident staff to develop their teaching to a consistently high standard.

### Inspection activities

- The inspector observed a range of activities in the play room as well as the outdoor play area.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the manager and provider.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken with on the day of inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

### Inspector

Rachael Flesher

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff talk regularly with parents and other professionals and have a clear understanding of what each child knows and can do. This information is used to plan interesting and challenging experiences and to help parents to support their child's learning and development at home. Consequently, all children, including those with special educational needs and/or disabilities and English as an additional language, make good progress and are well prepared for school. Most staff interact well with children during their play and skilfully develop their interests. For example, as they hunt for insects in the garden. Staff motivate children's learning by being interested and excited in their discoveries and asking questions to challenge their thinking. However staff do not always allow children enough time to respond to questions. In addition, staff do not always consider how they can support children's learning and development in other areas, for example by providing resources to record and calculate their findings.

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

The environment is safe and welcoming to all. Key words from the home languages of those children with English as an additional language are displayed and used to aid communications. Staff are well deployed so that children can freely move between the indoors and outdoors and independently access the good range of activities available. Children are learning to use the toilet and wipe their noses by themselves, clear their plates after snack and older children wash up. However, not enough opportunities are provided for all children to learn to take care of themselves in readiness for school. For example, pouring their drinks, preparing their snack and serving themselves. Children are learning to take turns, share, listen and follow instructions. They play well together and have developed strong relationships with staff. Staff work well with other settings and schools children move onto. This ensures they have a good understanding of how to meet the needs of each child and help them settle.

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

Leaders and staff work well as a team and are eager to further improve, and share, best practice. Good support is provided to both new and existing staff so they understand how to safeguard children and promote their care, learning and development. Evaluations and carefully targeted action plans ensure that all are clear about what they need to develop both as a team and individually. However, although new and less experienced staff are becoming more confident and their teaching is improving, it is not yet of a consistently high standard. Staff carry out their own research, visit other settings, observe each other and have staff meetings to gather and share ideas to improve teaching. This has led to new activities being introduced, such as 'Silly soup', to successfully support children's learning. Leaders and staff carefully check the progress all children are making and identify areas where children are doing less well. They review their practice and provision and swiftly set about making the required changes to help them catch up quickly.

## Setting details

<b>Unique reference number</b>	EY474035
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	1005270
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Pollywiggles Day Nursery Ltd
<b>Date of previous inspection</b>	24 June 2014
<b>Telephone number</b>	07801 841770

Pollywiggles Day Nursery was registered in January 2014. It operates from a ground floor room of Mexborough Children's Centre and there is an enclosed area available for outdoor play. The nursery employs six members of childcare staff. Of these, one holds Early Years Teacher Status, three hold a level 3 qualification and two hold a level 2. The nursery opens Monday to Friday, term-time only. Sessions are from 9.15am until 12.15pm and 1pm until 4pm. The nursery provides funded early education for two-, three- and four-year-old children.

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