

Polly's Day Nursery

Pollys Day Nursery, The Dye House, Giddynap Lane, Inchbrook, Stroud, Gloucestershire, GL5 5EZ



Inspection date

22 April 2015

Previous inspection date

16 February 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- The quality of staff interactions with children is outstanding. Children are supported in making strong relationships with others and make outstanding progress in their learning. Staff make full use of their qualifications.
- Staff communicate very effectively with children, giving them time to think of responses to questions and follow their own ideas. This means all children, including those with English as an additional language, are articulate and confident in their interactions with others.
- The nursery's leadership is highly effective in monitoring the provision and achieving ongoing improvements. They ensure staff attend additional training that supports innovative thinking. Children benefit from new creative learning experiences such as the nursery's 'discovery' playroom and construction areas.
- Children form strong attachments and relationships with all staff. This means that staff meet children's individual physical needs extremely well including for those who have additional needs. Staff safeguard children and meet requirements to a very high standard.
- Children's behaviour is exceptionally good, with staff providing excellent role models. They offer explanations for what children have done well. This means that children are aware of what is expected of them and can learn and develop from their experiences.
- The nursery staff have made exceptional use of the compact outdoor spaces to provide extremely well resourced outdoor areas. The majority of children derive great benefit from these. The youngest children have less access to this area, and times for using it are not always best suited to babies' needs.

What the setting needs to do to improve further

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

- have more flexibility of routines for non-mobile and less-mobile babies, providing better access to the outdoor play spaces.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning in the indoor and outdoor environments.
- The inspector carried out a joint observation with one of the nursery managers.
- The inspector held a meeting with the nursery managers and owners and looked at, and discussed, relevant documentation including the nursery's self-evaluation, staff suitability records to work with children, policies and procedures, and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Anita McKelvey

Inspection findings

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

Staff expectations of children are very high. They use their teaching expertise to provide an outstanding range of learning opportunities for all children. Children's communication and imagination skills benefit from effective story-making opportunities using books, props and staff interactions which skilfully include the very youngest. Activities in the indoor and outdoor spaces motivate children to explore nature, solve problems and try out new experiences. These develop children's self-esteem, confidence and resilience. Younger ones are helped to develop physical skills, make relationships and take turns. For example, when their time in the soft-play room has finished, children sort shoes for their friends. They count how many shoes they have, who they belong to and hand them to their friends, helping each other to put on their shoes. As a result, children develop their personal independence, form friendships, and learn to count and share, so they are extremely well prepared for school. Planning, assessment and tracking children's progress focus on meeting children's individual needs. These records are shared frequently with all staff and parents to ensure children make rapid progress and that teaching is of a consistently very high quality.

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

The strong key-person system supports children and families. It helps ensure children are emotionally prepared for changes such as settling into the nursery, moving between rooms and the move to school. Exceptional support for children with additional care needs means that parents are extremely happy for these children to attend the setting. Children progress particularly well in developing confidence in social situations. They gain excellent understanding of how to manage potential risks and challenges appropriate for their age. The indoor and outdoor environments are highly stimulating with child-accessible resources that promote learning and challenge. For example, outdoors children use their imaginations in the 'mud kitchens', explore nature in the mini pond and build with large construction materials.

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

The leadership team is inspirational. Leaders consistently seek excellence. They use well documented self-evaluation that shows a drive to continually improve practice and maintain children's high achievements. Leaders monitor staff closely. They target staff training where it is needed and assess its impact on practice. They have addressed the recommendation from the previous inspection. They make enriching changes to the nursery's play environment. For example, leaders changed a cloakroom into a 'discovery room', where children carry out unhurried explorations with natural materials.

Setting details

Unique reference number	EY153243
Local authority	Gloucestershire
Inspection number	826320
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	55
Number of children on roll	110
Name of provider	Polly's Day Nursery Partnership
Date of previous inspection	16 February 2011
Telephone number	01453 835113

Polly's Day Nursery registered in 2002. It is located in Inchbrook, to the west of Stroud, and close to the town of Nailsworth. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. There are 20 staff members working directly with the children. Of these, 16 hold appropriate early years qualifications to level 3 and 4 to level 2 (who are working towards level 3). There is one member of staff who has achieved a level 4 in management. The nursery provides funded early education for children aged two, three and four years.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

