

Pollywiggle at The Hall Day Nursery

75 Ryton Road, Anston, SHEFFIELD, S25 4DL



Inspection date

22 December 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The superbly motivated management team is successfully driving improvement to raise children's care and learning to the highest standards. Rigorous performance management identifies strengths and weaknesses. Extensive training is supporting all staff to improve their teaching skills and to achieve higher qualifications.
- Close scrutiny of children's progress identifies where there are gaps in achievement between different groups of children. Additional funding is used well to support the most disadvantaged children. Successful partnership working means children who have special educational needs are supported very well.
- Parents contribute to initial assessments of children's starting points and are kept very well informed about their children's progress. They are encouraged to share information about their children's learning and development at home.
- Children's home languages are used alongside English to promote their communication skills. Parents who speak English as an additional language are offered support to develop their understanding of English.
- Children take part in charity events which raise their awareness of people less fortunate than themselves. Staff talk to children about being homeless. They encourage them to think about what it would be like if they did not have a bed, could not have a bath or have anywhere to put their toys.

It is not yet outstanding because:

- Children who prefer to learn outside are not fully supported to make the best possible progress.

What the setting needs to do to improve further

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

- provide richer, more varied and more imaginative experiences that inspire and motivate children who prefer to learn outdoors.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager, who is also the provider. She looked at relevant documentation, including evidence of the suitability of staff working in the nursery. She discussed the nursery's self-evaluation.
- The inspector spoke to children and a small number of parents during the inspection and took account of their views.

Inspector

Nicola Dickinson

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The management team successfully promotes a culture of vigilance where children's welfare is fully promoted. Staff are trained to identify children who might be at risk of neglect or abuse. They have an in-depth understanding of child protection issues and are confident to report concerns about adults or children. Rigorous recruitment and ongoing monitoring checks that staff are suitable and have the skills to fulfil their role and responsibilities. High staffing ratios and excellent staff deployment mean that children are very well supervised, both on and off the premises. Detailed risk assessments ensure that any hazards to children are identified and minimised or removed. Staff demonstrate superb teamwork and morale is high. They are confident and support each other through coaching and mentoring. Staff, parents, children and other professionals are involved in reviewing the nursery's practice. Managers use the feedback to continually improve the service they provide.

Quality of teaching, learning and assessment is good

Activities planned for the indoor environment capture children's interests and motivate them to learn. Staff provide them with age-appropriate challenges that are achievable but also stretch their thinking. For example, they give toddlers two pieces of a puzzle so that they can work out which one fits. Staff offer good support to help children develop their communication and language skills. They name objects for children and use pictures to prompt discussion. They encourage children to start building single words into sentences. Intonation and facial expressions are used to promote understanding for babies. Early mathematics is promoted. Staff encourage children to count, use mathematical language of size and shape and put similar objects into groups of two and three.

Personal development, behaviour and welfare are good

The strong key-person system promotes engagement with parents. They comment that staff are nurturing, children love attending and they thrive. Children receive high levels of support during the move into the nursery and on to school. Pre-school children have, generally, free access to the outdoor area, which means they can choose where they want to play. They develop their physical skills. Staff show them how to pedal and steer and they learn to climb safely. Any challenging behaviour is managed very well by calm and patient staff. The baby room is a peaceful, welcoming environment. Soft music plays in the background as children sleep. Staff are attentive and offer good support for babies' play and explorations.

Outcomes for children are good

All children make good progress from their starting points and attain the key skills needed for the next steps in their learning, including for starting school. Gaps in learning are quickly narrowing, including for children who have special educational needs and children who speak English as an additional language. Children enjoy looking at books made from photographs. The pictures help them to understand what makes them similar and different to others. Children learn why good hygiene is important. They develop independence in self-care. They learn to dress themselves and brush their teeth.

Setting details

Unique reference number	EY496171
Local authority	Rotherham
Inspection number	1080430
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	71
Number of children on roll	93
Name of registered person	Pollywoggle Day Nursery Ltd
Registered person unique reference number	RP901318
Date of previous inspection	Not applicable
Telephone number	07801841770

Pollywoggle at The Hall Day Nursery was registered in 2015. The nursery employs 20 members of childcare staff, 16 of whom hold appropriate early years qualifications at level 3 or above, including one with early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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