

# Polka Day Care

Polka Road, Wells-Next-The-Sea, Norfolk, NR23 1JG



## Inspection date

22 February 2017

Previous inspection date

29 July 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 manager is committed to continually improving the quality of the provision. She completes ongoing evaluations of what is provided to ensure good standards are maintained. The views of staff and parents are important in this process and the manager acts on any suggestions they make to secure ongoing improvements.
- Staff know the children and their capabilities well. They regularly assess children's level of achievement to check on their progress. Staff use this information to help them to plan experiences for children that are tailored to their learning needs and interests.
- Staff develop effective partnership working with parents to support children's learning. They regularly share assessment information with parents to keep them fully informed of children's progress and enable them to promote children's learning at home.
- Children are happy and settled in the nursery and build secure bonds with staff. Transitions between rooms and on to school are planned and managed extremely well to support children's well-being and provide continuity in their care and learning.
- Children make continued good progress in their learning. Staff make effective use of additional funding to target support where children need it most. This helps children to become confident to take on the challenges of their future learning.

### It is not yet outstanding because:

- The manager does not reflect on all of the information gathered from tracking groups of children to target provision and practice precisely and raise their achievement to a higher level.
- The support and guidance given to staff does not place a sharp enough focus on helping all staff to achieve consistently high-quality teaching practice.

## What the setting needs to do to improve further

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

- review the information gathered from monitoring groups of children to identify where practice and provision can be enhanced to help them to make more rapid progress in learning
- guide and support staff to achieve consistently high-quality teaching skills that will promote children's progress to an outstanding level.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery's deputy manager.
- The inspector held a meeting with the nursery's manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Julie Meredith-Jenkins

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a clear understanding of the procedure to follow if they are concerned about children's welfare. They have specific knowledge of signs to look out for according to the age range of children they work with, such as signs of abuse in babies. The manager provides ongoing support to staff to ensure they are knowledgeable of how to protect and promote children's well-being. Staff complete childcare qualifications and attend further training to enhance their knowledge and skills. They return from training with new ideas and implement them into practice, such as recently changing the environment to promote children's language development. The nursery promotes inclusive practice. Children have opportunities that reflect the diversity of children's experiences in the nursery, as well as in the wider world.

### Quality of teaching, learning and assessment is good

Children have a wide range of interesting and stimulating experiences indoors and outside to keep them motivated to learn. Older children eagerly listen to a story. Staff encourage them to recall what they remember about the story from the previous day and children respond well. Children imaginatively bring the story to life and make beanstalks using cereal hoops, which they carefully thread onto pipe cleaners, demonstrating good concentration. Staff place a sharp focus on improving children's communication and language skills. Small-group interventions add additional focus where children need more support. Babies enjoy sensory play as they explore in a tray of jelly. Staff add additional resources for them to handle to extend their play and maintain their engagement.

### Personal development, behaviour and welfare are good

Staff encourage children to express their views and ideas and acknowledge others' choices. They vote for which story they would like to hear and sit together to listen. Older children are aware of the nursery's rules and boundaries and recall these when prompted by staff. Staff have high expectations for children's behaviour and offer them enthusiastic praise for their achievements, which promotes their confidence and self-esteem. Children demonstrate high levels of independence as they move around the setting, freely choosing from the wide range of opportunities on offer. They competently manage their personal needs according to their age and stage of development. Children listen and respond well to staff and are enthusiastic to join in with small tasks, such as tidying away toys. Children's good health is promoted through regular opportunities to play actively in the fresh air and the healthy food provided for them.

### Outcomes for children are good

Children learn important skills to prepare them for the next stage in their learning, such as school. They are eager to learn and become independent from an early age. They listen and respond well to adults and learn to respect others. They are confident to express their views and follow their own ideas to practise and test out their skills. Children are inquisitive to explore and investigate to further their knowledge and understanding.

## Setting details

<b>Unique reference number</b>	EY459269
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	1084856
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	42
<b>Number of children on roll</b>	75
<b>Name of registered person</b>	Polka Day Care Ltd
<b>Registered person unique reference number</b>	RP532380
<b>Date of previous inspection</b>	29 July 2013
<b>Telephone number</b>	01328711699

Polka Day Care was registered in 2013. The nursery employs 15 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs and/or disabilities.

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