

Roly Poley's Private Nursery

Parkfield, Trinity Street, Middleton, M24 4AN



Inspection date	24 April 2018
Previous inspection date	1 June 2017

	This inspection:	Good	2
The quality and standards of the early years provision			
	Previous inspection:	Requires Improvement	3
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 management team and staff have worked hard to improve practice and address actions raised at the previous inspection. They demonstrate an enthusiastic and proactive approach. They have accessed external support and training to help raise quality throughout the nursery.
- Staff teach the basics well and plan a wide range of enjoyable, challenging experiences for children that are closely linked to their individual interests. Children explore the vibrant learning environment and make independent choices about their play.
- Partnerships with other professionals are firmly established. Staff are proactive in ensuring the correct procedures are put in place swiftly to support all children to make good progress from their starting points. This includes completing the progress check for children aged between two and three years.
- The key-person system is well established. Staff form warm and trusting bonds with children and their families. Children are happy, settled and display high levels of self-confidence and self-esteem.

It is not yet outstanding because:

- The recently implemented supervision sessions do not yet provide sufficient opportunities for staff to receive incisive feedback on the quality of their teaching and how this can be improved to the highest levels.
- Staff do not gather detailed information from parents about what their child can already do at the start of placement to help them to make the best possible start.

What the setting needs to do to improve further

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

- embed systems for staff supervisions so that staff are supported to receive incisive feedback and are supported to raise the quality of teaching to the highest possible levels
- gather more detailed information from parents about what they know their child can already do at the start of placement and use this information to enhance early experiences and help children to have the best possible start.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke to the staff and children throughout the inspection.
- The inspector completed a joint observation with the nursery manager and discussed this with her.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation and checked evidence of the suitability of staff.
- The inspector spoke to a number of parents in person and also took account of written statements of parents' views made available on the day.

Inspector

Donna Birch

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The management team and staff have a thorough understanding of their roles and responsibilities to keep children safe. The nursery is safe and secure. Recruitment and vetting procedures are robust. Staff are actively encouraged to access training to help them deepen their professional knowledge. For example, staff support learning outdoors and extend children's language skills. Self-evaluation and reflective practice is given good consideration. The management team and staff seek and include the views of parents and children to help them make meaningful changes to the nursery. For instance, they have purchased more resources, such as dolls and dinosaurs as requested by children and formed a forum for parents to enable them to be more actively involved in the nursery.

Quality of teaching, learning and assessment is good

Children are keen and active learners who are willing to have a go and try new experiences. Babies and toddlers actively explore sand and shredded paper. Staff provide plenty of praise and encouragement and introduce new words, such as 'soft', 'pat' and 'bang.' This supports their developing vocabulary and understanding. Children demonstrate their developing literacy skills as they carefully use pencils and stencils to make their own marks and form the letters of their name. Additionally, children play co-operatively and share their ideas as they make pies in the mud kitchen. Staff make good use of these activities to extend children's learning. For example, they ask questions and allow children time to think and answer. Furthermore, they help children extend their mathematical skills as they count out objects and discuss concepts, such as size and shape.

Personal development, behaviour and welfare are good

Staff help children to lead a healthy lifestyle and be physically active. Children have access to plenty of fresh air and a well-resourced outdoor area. Meals and snacks are healthy, nutritionally balanced and meet children's individual dietary needs. Staff are good role models and provide consistent strategies for behaviour. Children behave well and use good manners. Transitions to other settings, such as school, are managed particularly well. Overall, partnerships with parents are positive. Staff make good use of daily talks and send home written reports to keep them informed of their child's interests and progress.

Outcomes for children are good

Effective monitoring of the educational programmes by the manager means that any gaps in children's learning are quickly identified and effective support is put into place. All children, including those who are funded, have special educational needs and/or disabilities and children who speak English as an additional language, make consistently good progress. Children are gaining good levels of concentration and persist at activities for sustained lengths of time. Children gain the skills needed to be ready for school.

Setting details

Unique reference number	EY424238
Local authority	Rochdale
Inspection number	1100544
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	80
Number of children on roll	121
Name of registered person	Roly Poley's Private Day Nursery Ltd
Registered person unique reference number	RP530481
Date of previous inspection	1 June 2017
Telephone number	01616554771

Roly Poley's Private Nursery registered in 2011. The nursery employs 22 members of childcare staff. Of these, 19 staff hold appropriate early years qualifications at levels 2 to 6. The owner also holds qualified teacher status. The nursery opens from 7.30am until 6pm, Monday to Friday, for 51 weeks of the year. The nursery provides funded early years education for two-, three- and four-year-old children.

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