

Inspection of Pollywiggle Day Nursery

1 Station Road, Treeton, ROTHERHAM, South Yorkshire S60 5PN

Inspection date: 6 November 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children are curious and self-motivated to learn. They enjoy investigating shapes and colours and have rich opportunities to build on their growing understanding of counting and writing. Staff engage well with children and respond effectively to their interests. They join in their play and ask questions that help to build on what children know and can already do. Children are captivated by well-read stories. They listen intently and enthusiastically join in. For example, children recall and repeat key words from traditional stories, such as 'The Three Little Pigs'. This helps to develop children's vocabulary and their enjoyment of books and reading.

The enthusiastic management team and staff strive to make continuous improvements that benefit children and families. They have high expectations for all children. Staff provide a curriculum that is tailored to children's individual learning needs and builds on their current interests. They are passionate about promoting children's learning and emotional well-being. Children are happy and settled in this energetic and lively setting. They develop a good sense of belonging and respect for the staff and each other. Staff model positive behaviour and give gentle reminders about the rules and boundaries for safe play. Children are polite and have good manners.

What does the early years setting do well and what does it need to do better?

- Careful monitoring of children's progress enables staff to note any gaps in their learning and to act quickly to address these. Staff use accurate observations and assessments of children's progress to plan exciting experiences for the next steps in children's learning. As a result, all children, including those in receipt of extra funding, make continued progress.
- Partnerships with parents are strong and well established. Staff engage parents in their children's development successfully and share ideas to support children's learning at home. Parents comment they really like the busy bags their children take home, which help them with ideas for learning activities.
- Staff meet children's individual needs well. They are skilled in supporting children with special educational needs and/or disabilities due to a shared learning plan. Effective partnerships are in place between staff, parents and professionals involved with the children.
- The management team monitors the quality of staff's practice effectively. Staff receive good support and access training to improve their knowledge and skills. There is a culture of sharing good practice within the team. Staff's well-being is very important to the management team at this setting.
- Children enjoy learning how to be healthy. For example, staff offer nutritious meals that carefully meet children's dietary requirements. Being active is at the core of the setting's ethos and children have ample opportunities to develop

their physical skills. They particularly like drumming balls during football sessions.

- Children's independence is supported well. Staff communicate their high expectations about what children can achieve. Children learn to attend to their own needs from an early age. Staff expertly support children to gain confidence and a positive sense of self-esteem. All children are developing the skills they need for future learning.
- Staff take children on outings in the local community. This supports children to develop appropriate social skills and their understanding of the wider world around them. For example, children regularly visit a residential care home to do craft and singing activities with the residents.
- The experienced staff team has a passion for supporting children to flourish in their care. Older children quickly develop essential skills that will support their move to school. However, on occasions, staff do not make the most of opportunities to extend younger children's learning. This does not help them to make the best possible progress.
- Staff help children to develop their language skills. They speak clearly and comment on what children are doing. Staff model the correct use of language and listen to what children are saying. However, staff do not consistently provide opportunities for children who are learning English as an additional language to use their home language in play and learning.

Safeguarding

The arrangements for safeguarding are effective.

The arrangements for safeguarding are effective. Staff are very aware of the procedures to follow to keep children safe. They know what action to take if they have concerns about a child. Robust recruitment procedures and clear, comprehensive induction programmes help ensure that all staff understand their roles and responsibilities. The manager ensures staff review their safeguarding knowledge at team meetings. Staff carry out risk assessments to provide children with a safe and secure environment. Staff are vigilant about the safe collection of children. For example, they check the identity of individuals that they do not know.

What does the setting need to do to improve?

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

- help staff to provide the best possible levels of challenge for younger children and extend their thinking at every opportunity
- increase opportunities for children who are learning to speak English as an additional language to use and hear their home language.

Setting details

Unique reference number	EY417753
Local authority	Rotherham
Inspection number	10117666
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	71
Number of children on roll	49
Name of registered person	Pollywigggle Day Nursery Ltd
Registered person unique reference number	RP901318
Telephone number	0844 324 8889
Date of previous inspection	13 March 2013

Information about this early years setting

Pollywigggle Day Nursery Ltd registered in 2010. The nursery employs 12 members of childcare staff, 10 of whom hold appropriate early years qualifications at level 3 and above. 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.

Information about this inspection

Inspector
Ruth Moore

Inspection activities

- The inspector and manager completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- The inspector held a meeting with the nursery manager and looked at a sample of the setting's documents. These included evidence of staff's suitability and training.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the teaching and training manager.
- The inspector spoke to a number of parents during the inspection and took account of their views.

We carried out this inspection 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.

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