

Inspection of Polly's Private Day Nursery

Holroyds Mill, Old Lane, Halifax, West Yorkshire HX3 5AX

Inspection date: 10 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff create a warm and caring environment for the children. As a result, children settle well and show that they feel safe and secure as they confidently explore the resources. Partnerships with parents are strong. Staff and parents work together to bring about better outcomes for children, including those children with special educational needs and/or disabilities. They share information about children's progress electronically and through regular discussions. This enables them to work together to promote children's next steps in learning. Staff and parents also work together to reassure children when they are anxious, for example when settling back into the nursery after closures or moving on to school.

Children learn how to manage their feelings very well, as a result, their behaviour is very good. Staff help children understand the consequences of their behaviour on others and how to care for their environment. For example, they talk about why other children cannot enjoy books if the pages are torn. Children also learn to share and take turns as they wait to pour the vinegar onto the baking soda to form an erupting volcano. Staff have high expectations of the children. They skilfully build on what children already know and can do. For example, pre-school children, who already know some sounds of letters of the alphabet, are encouraged to think of words beginning with familiar sounds as they play.

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

- Staff encourage children's communication and language skills very well. They sing and read with them throughout the day. Staff also hold conversations with children and introduce new words, such as volcano, eruption and lava as they play. In the baby room staff repeat sounds that babies make and use number names as they count the animals. Staff help toddler room children build sentences as they repeat what the child says and adds in one more word, such as 'duck on the pond'.
- Staff know the children well. They use their knowledge of children's interests and next steps in development to plan an interesting curriculum that extends children's learning across all areas of development. As a result, children make good progress and are ready for school.
- Children take part in a range of exciting activities and are, generally, fully engaged in their learning. However, during large group activities, some younger children tend to lose focus and do not gain the skills expected of them.
- Children develop their physical skills effectively as they play outdoors in the fresh air in their secure bubbles. They take managed risks as they climb, balance and jump. This boosts their confidence in their own abilities.
- The management team and staff continually review their practice to highlight areas where they can make well-targeted improvements. For example, they

have recently made changes in the playrooms so that children can access resources more effectively to enhance learning. Parents' and children's views are taken into consideration through discussions and observations of children.

- Staff receive good levels of training to build on their professionalism and increase their knowledge. This training enables staff to support the individual needs of children well.
- The management team engages with staff continually to ensure that they are fully aware of any pressures on staff's well-being from their workload. They take immediate and effective steps to minimise these, which in turn enables staff to focus on the care and education of the children.
- Management have a good overview of children's progress. They review and monitor children's achievements to identify any gaps in learning across the nursery. They then support staff to plan the curriculum to target specific areas of learning. Consequently, gaps in learning close quickly.
- The management team and staff work effectively with other agencies involved in children's care, such as Portage and speech and language therapists. However, information about children's learning and development is not shared with all other early years providers that children attend. This does not make sure that there is continuity of learning for every child between settings.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of child protection issues. They use regular training and updates to ensure their knowledge remains current. Staff are confident about how to escalate child protection concerns in the nursery and beyond, if necessary. Strong recruitment procedures ensure that all staff are suitable. Thorough induction and ongoing support from managers ensure staff remain alert to their responsibility to keep children safe. Staff are vigilant in their supervision of children. As part of the management's Covid-19 (coronavirus) procedures, children are kept in their play bubbles. Visitors to the nursery are kept to a minimum. Continual risk assessment of the play areas, inside and outside, promotes children's safety well.

What does the setting need to do to improve?

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

- build on learning opportunities in the two- to three-year age group to ensure that all children are engaged and fully involved in the curriculum and learn the expected skills
- strengthen the partnerships with all other early years provisions that children attend, in order to share relevant information about their care and learning and promote continuity for children.

Setting details

Unique reference number	2555578
Local authority	Calderdale
Inspection number	10197663
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	100
Number of children on roll	127
Name of registered person	Polly's Private Day Nurseries Limited
Registered person unique reference number	2555577
Telephone number	07776188108
Date of previous inspection	Not applicable

Information about this early years setting

Polly's Private Day Nursery registered in 2019. It is situated in Halifax, West Yorkshire. The nursery employs 18 members of staff. Of these, 13 hold appropriate early years qualifications at level 2 or above. The owner/manager has qualified teacher status and two other members of staff hold early years teacher status. The nursery opens Monday to Friday, all year round, except for bank holidays. 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

Helene Terry

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The managers and the inspector completed a learning walk together.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with managers.
- The inspector had discussions with the managers and staff. She looked at relevant documentation and evidence of the suitability of adults in the setting.
- Parents shared their views with the inspector about the quality of provision for their children.

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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