

Inspection of Polka Day Care

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

Inspection date: 27 July 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

The manager and staff create a safe and inviting environment where children use many naturally sourced resources. Staff make regular assessments of children's achievements and identify when children are not meeting their expected developmental milestones. They take children's abilities and interests into account as they plan and present activities, to capture and sustain children's interest. Children have good opportunities to learn skills for the future.

Staff and management are sensitive to the potential effects of the COVID-19 (coronavirus) pandemic on children and their families. During each national lockdown they have worked hard to help children continue their learning. Children are happy and separate from their parents with ease. Transitions on to school are managed well. Parents speak highly of the nursery.

Staff use a wide range of strategies to support and extend children's communication skills. Staff get down to the children's level and speak with clarity, repeating words that children mispronounce. They make up little songs and rhymes to extend language, providing ongoing commentary as children play. Children, including those who are non verbal, recognise and respond well to simple sign language, which staff use to support better communication.

Staff are sensitive and responsive to the children's needs and help them to manage their feelings in a calm way. Children, including those with special educational needs and/or disabilities (SEND), are learning to play cooperatively with their friends. Overall, children behave well.

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

- The manager and staff, with support from the local authority, have made improvements since the last inspection. The premises are safe and learning opportunities have improved, including the provision for children with SEND. The manager and staff continue to reflect on their practice and have ambitious plans to further improve outside areas of the nursery, in the future.
- Staff model how to use the resources. They encourage children to have a go and persevere, as children work out how to complete a puzzle. Children know and follow nursery routines and have lots of opportunities to be independent. Older children learn to self-register upon arrival. They know how to wipe their nose with a tissue and take it in turns to wash up used plates in a low-level sink after snack.
- Children are provided with good opportunities to be healthy. They are able to spend large amounts of time outside in the fresh air and eat a range of nutritious foods. Mealtimes are social occasions, where children confidently chat

with staff. Children take age-appropriate responsibilities as they use a knife to cut their fruit and pour their own drinks.

- Staff provide a broad range of sensory experiences that stimulate children's curiosity and build confidence. Young children giggle as they wash dolls in the soapy water and create their own 'potions' using fragrant herbs and different coloured water. Older children show delight as they move their paintbrushes through shaving foam and act out the 'The Three Little Pigs' story, using real food, such as cereal, to make the pigs' house.
- Children are gaining a good early understanding of mathematics. Children know and can name shapes, such as circle, star and square. Many children count with confidence to 10 and beyond in every day activities. They learn concepts, such as adding and taking away, as staff use props when acting out familiar number songs.
- Staff place a strong focus on children's literacy skills. The learning environment is rich in print and pictures. Staff encourage a love of books and extend children's learning as they set out topic related books, alongside several of the activities. Children know that print carries meaning and how to turn pages. Staff tell favourite stories in a way that enthuses children and captures their interest.
- Staff receive regular supervision. They have, and take, opportunities to attend some training to update their knowledge and skills. Despite this, the recently appointed special educational needs coordinator is not yet fully familiar with their responsibilities. In addition, coaching to foster continuous improvement for all staff, is not yet well embedded into practice.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good knowledge of safeguarding. Safeguarding policies and procedures are in place. These are robust, regularly reviewed and followed by all. Staff work well with statutory agencies to ensure children's welfare is promoted and they are kept safe. Staff attend regular training and review safeguarding matters at all staff meetings and supervision sessions. Staff are confident in identifying possible indicators of abuse and reporting any concerns about children's welfare. Robust recruitment procedures ensure that staff are suitable to work with children.

What does the setting need to do to improve?

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

- provide staff with further opportunities to receive coaching, in order to improve their personal effectiveness and raise the quality of teaching to a higher level
- provide the designated special educational needs coordinator with the required knowledge for their role, so that arrangements going forward, to support

children with special educational needs and/or disabilities, remain effective.

Setting details

Unique reference number	EY459269
Local authority	Norfolk
Inspection number	10129646
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 at time of inspection	0 to 4
Total number of places	41
Number of children on roll	30
Name of registered person	Polka Day Care Ltd
Registered person unique reference number	RP532380
Telephone number	01328711699
Date of previous inspection	21 October 2019

Information about this early years setting

Polka Day Care registered in 2013. The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. There is also an out-of-school club for school-age children. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dawn Pointer

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 inspector and the nursery manager carried out a tour of the nursery to discuss and understand how the early years provision and the curriculum are organised.
- The inspector observed activities indoors and outdoors and assessed the impact these have on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, including evidence of staff qualifications and suitability.
- The inspector held discussions with staff, children and parents at appropriate times 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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