

Inspection of Polkadot Childcare

Coventry House, Station Road, PERSHORE, Worcestershire WR10 2DB

Inspection date: 31 May 2022

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

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and well-being are not assured. Staff do not supervise children adequately in the pre-school room or know where children are at all times. Consequently, children are not safeguarded well enough.

Nevertheless, children show a real interest in what is provided. For example, pre-school children, including those with special educational needs and/or disabilities (SEND), show high levels of engagement as they observe the real caterpillars. Children recall words, such as 'enormous', 'cocoon' and 'chrysalis', and confidently talk about what the caterpillars need to help them grow. Children are active and move around deciding what to do. For example, a group of children solve problems as they learn how to make giant bubbles, and others consider how tea bags change when they are added to water. Children are keen to share their thoughts and enjoy using new vocabulary. They learn to negotiate as they vote for their favourite book. Children behave well and they show concern for others. However, they have few opportunities to learn about cultural diversity within the group and the wider community.

Children are imaginative and creative. For example, outdoors, toddlers are eager to make marks with water on the fencing and equipment, using their brushes and rollers. Equally, babies are confident as they crawl and move around their room investigating the rich range of experiences on offer. However, during a painting activity, staff caring for babies focus too heavily on teaching colours and counting rather than providing simple, age-appropriate language.

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

- The senior leadership team carries out regular audits of the nursery, and the manager and staff carry out daily risk assessments. Despite this, the arrangements for supervising children in the pre-school room are inadequate. Staff allow children in the pre-school room to independently access and use the adjoining bathroom. However, staff deployment is ineffective during this time and does not ensure that children are in sight or hearing. This compromises children's safety. For example, on the day of the inspection, staff were unaware of a child who was upset in the bathroom and were unable to say how long they had been there. This poor practice not only puts children at risk but also compromises their emotional well-being.
- The poor supervision of children impacts directly on their personal, social and emotional development. That said, the manager and staff clearly understand that play is essential to help promote children's development. They provide a rich range of activities to help children to develop their curiosity, and children immerse themselves in their play and learning. The educational programme is

devised around the changing seasons, children's interests and popular and traditional stories. This captures children's interest and motivates them to learn.

- Staff know their assigned key children well, including their personalities and family circumstances. All children, including babies, have daily opportunities to play and extend their physical skills. Staff teach children about the importance of good oral hygiene. They creatively help the youngest children to understand why they must not bite each other and what their teeth should be used for.
- The manager, on occasions, works alongside staff to cover staff absences and has a clear overview of the quality of teaching. Staff benefit from regular supervision sessions and training to keep their knowledge up to date. However, the manager does not regularly observe individual staff's practice to identify precisely how they can raise the quality of their teaching even further. For example, on occasions, staff working with the younger children focus on counting and colours rather than using a rich range of language during their interactions.
- Staff work closely with parents and share information with them about their child's learning and development. Staff observe children daily to find out what they enjoy and regularly assess their progress. They swiftly identify any children who need additional support, including those with SEND. Staff work closely with these children to help them get involved and make the most of what is on offer. This inclusive approach helps children to close gaps and make progress over time.
- The programme for understanding of the world is extremely strong in some aspects. Staff provide a rich range of experiences for children to learn about living things and life cycles. For example, children care for vegetables and flowers they have planted and consider what they need to help them grow. Children are supported well to learn about themselves and their families. However, staff plan fewer opportunities for children to learn about their differences and about communities beyond their own experience.

Safeguarding

The arrangements for safeguarding are not effective.

The leaders and manager have failed to recognise the risks associated with the pre-school children not being in sight or hearing of staff when they independently use the bathroom. This poor practice of not supervising children and knowing where they are seriously compromises their welfare. Despite this, all staff are trained in child protection issues and have a secure knowledge of the signs of abuse and the procedures to follow if they have a concern. There are robust recruitment, vetting and induction procedures in place to ensure all staff are suitable. Staff support children to use scissors and play equipment safely, and teach them about road safety.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and

Childcare Register the provider must:

	Due date
improve the deployment of staff to ensure children are safe and always in sight or hearing of staff when using the pre-school bathroom.	01/06/2022

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

- focus more precisely on professional development opportunities to help staff caring for the youngest children to consistently provide a rich range of age-appropriate language during their interactions
- provide even more opportunities for children to learn about diversity and communities beyond their own experience.

Setting details

Unique reference number	2531684
Local authority	Worcestershire
Inspection number	10215121
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	1 to 4
Total number of places	90
Number of children on roll	59
Name of registered person	Polkadot Day Nurseries Ltd
Registered person unique reference number	RP902404
Telephone number	07813898939
Date of previous inspection	Not applicable

Information about this early years setting

Polkadot Childcare registered in 2019. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It employs 12 members of childcare staff. Of these, one holds a qualification at level 6, one holds a qualification at level 5, three hold a qualification at level 3, four hold a qualification at level 2, and three are unqualified.

Information about this inspection

Inspector

Parm Sansoyer

Inspection activities

- This is the first inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in the evaluation of the nursery.
- The inspector and the manager completed a learning walk together to check the safety of the premises and to gather information about the experiences provided.
- The inspector observed the quality of teaching during activities and assessed the impact that this has on children's learning.
- The inspector carried out two joint observations with the manager.
- The inspector held a meeting with the manager and members of the leadership team. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector took into account the views of parents.

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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