

Inspection of Polkadot Day Nursery

Greyswood, The Ridgeway, Stratford-upon-Avon, Warwickshire CV37 9JL

Inspection date: 22 July 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Safeguarding practice is weak at this nursery. The manager does not have a secure enough understanding of all safeguarding procedures, such as the correct process to follow if there is an allegation made against a member of staff. This compromises children's safety and welfare significantly. Children's learning is variable. For example, staff do not consistently consider potential learning opportunities or provide resources to broaden learning and support babies' interests when planning the curriculum.

Staff do not receive adequate support and coaching to enable them to perform their safeguarding roles and responsibilities to a consistently good level. The manager has ineffective procedures for checking the quality of staff's practice. Although she provides staff with some supervision meetings, these are not sufficient to ensure areas of weakness are managed swiftly. In addition, she has not identified weaknesses in the delivery of the curriculum.

Nonetheless, children show that they feel comfortable in the care of staff and form warm relationships with them. Staff give babies lots of cuddles for reassurance, which supports their emotional well-being effectively. Children have ample opportunities to develop their physical skills and get lots of fresh air and exercise in the garden area. Children play contentedly alongside others and strive to behave well.

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

- The manager lacks a clear oversight about the quality of the provision, and weaknesses in safeguarding put children's welfare at risk. The manager has failed to ensure staff understand the nursery's safeguarding policies and procedures fully.
- Leaders and managers know what they want children to learn over time in order for them to be ready for the next step in their learning. However, teaching is varied. At times, children are not challenged well enough or successfully engaged by the educational programmes on offer. This has an impact on the overall progress they make.
- The manager does not support staff to improve their teaching skills effectively. Some staff do not understand how to engage and support children's learning consistently. For example, in the baby room, staff fail to notice when some of the younger children lose interest and concentration during activities, such as when they cannot complete the puzzles. As a result, some of the younger children lose interest and motivation in their learning.
- Parents speak positively about the nursery. They praise how accommodating the staff are and say their children enjoy attending. This is evident from how well

the children separate from their parents as they enter the setting. Staff share some information with parents regarding their children's day and progress. For example, they provide regular updates during collection times, and through electronic learning journals.

- Behaviour management is inconsistent across the nursery. Staff fail to intervene in some behavioural incidents and this means that children receive mixed messages about what is expected of them. For example, in the baby room some staff support younger children to roll balls across the floor instead of throwing to keep others safe, while other staff encourage throwing. This leaves children unsure about what is expected.
- Children follow suitable routines to help promote their good health, such as handwashing before eating. Toddlers find their own drinking cup when they are thirsty. Staff sit with children during mealtimes and role model good manners.
- At times, staff support children's communication and language skills well. Babies babble away happily as they stack wooden objects and watch them fall. Staff talk to babies with enthusiasm and introduce new vocabulary. Older children speak with increasingly long sentences as they investigate logs and bugs.
- Staff work closely with other professionals to put appropriate support in place for children with special educational needs and/or disabilities (SEND). For example, they use sign language to support and further children's understanding. This ensures all children are building skills in communication and language.

Safeguarding

The arrangements for safeguarding are not effective.

The manager is aware of her safeguarding responsibilities and implements appropriate recruitment processes to ensure staff are suitable. However, she has limited knowledge of some areas of potential concern, including signs and symptoms of potential radicalisation or extremist behaviour. Although the manager ensures that staff receive relevant training, she does not check that all staff have a secure knowledge of safeguarding. Some staff do not have sufficient understanding of how to recognise concerns that children may be vulnerable to safeguarding matters, such as extreme views or female genital mutilation.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure staff, including the manager, understand the correct procedure to follow in the event of an allegation against a member of staff	26/08/2022

strengthen staff understanding of safeguarding, particularly relating to the 'Prevent' duty and risks to children from extreme views, radicalisation and female genital mutilation	26/08/2022
improve the support and coaching for staff to ensure all staff understand how to deliver a high-quality curriculum and challenge, engage and support children consistently	26/08/2022
implement consistent strategies for managing children's behaviour in order for children to have a clear understanding of appropriate boundaries and expectations.	26/08/2022

Setting details

Unique reference number	EY292440
Local authority	Warwickshire
Inspection number	10116282
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 3
Total number of places	43
Number of children on roll	49
Name of registered person	Polkadot Day Nurseries Ltd
Registered person unique reference number	RP902404
Telephone number	01789 290101
Date of previous inspection	28 January 2014

Information about this early years setting

Polkadot Day Nursery was registered in 2004. It is located in Stratford-upon-Avon, Warwickshire. The nursery opens from 7.30am to 6pm, Monday to Friday, for 51 weeks of the year. There are 11 staff who work at the nursery, eight of whom hold relevant childcare qualifications. The nursery provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Christine Wilkinson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector took account of parents' views through their verbal and written feedback.

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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