

Inspection of Roly Poley's Private Nursery

Parkfield, Trinity Street, Middleton M24 4AN

Inspection date:

23 November 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's emotional needs are not met. Too often, children are distressed and staff do not respond appropriately or swiftly. Most children under the age of three years are overwhelmed and disengaged. This is not supportive of children's personal development or feelings of security. During the first couple of hours of operation, some children's rooms are placed together while waiting for more staff to arrive. This leads to a chaotic, disorderly environment. Staff are not deployed effectively to meet the needs of children. Some staff spend time talking and tidying rather than attending to children who are upset and actively need support.

The provider does not ascertain the suitability of all staff working with children or on the premises by obtaining the necessary background checks. This undermines children's safety. Furthermore, the curriculum does not meet the varying needs of children. The youngest babies crawl aimlessly, with no purposeful activities to engage with. Children who need quieter environments to engage do not have high-quality experiences within the setting and often become frustrated and upset. Children with special educational needs and/or disabilities (SEND) are particularly impacted by the loud environment. This impacts their ability to prosper and enjoy their time at the setting. In contrast, pre-school children enjoy an ambitious curriculum in a well-organised environment in which they flourish.

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

- Leaders do not ensure the aims and intentions for children's learning are securely and consistently understood by all staff across the provision. Staff struggle to explain their intentions and most interactions with children lack quality and substance. As a result, children do not make the progress they are capable of.
- In the main, planning does not focus on what children need to learn next. For example, staff focus on creating Christmas gifts for parents. They have a list of craft activities for all children to complete which are heavily adult-led and leave little room for children's individual creativity. These activities are not linked to children's unique stages of development and do very little to support their current learning goals.
- The manager and the provider fail to ensure that risk assessment procedures are effective. They rely on staff to complete daily risk assessments but obvious hazards in the environment go unnoticed. For instance, exposed radiators in the pre-school room are extremely hot to touch. Some pieces of furniture and equipment are not appropriately secured, meaning children easily move them around and knock them over. Furthermore, long trailing wires in rooms, which pose a strangulation risk, are not identified as an issue. This undermines children's safety.

- Hygiene procedures are poorly implemented. Staff do not wash their hands after wiping children's noses. At times, they use wipes to clean children's noses and then reuse the same wipe to wash children's hands before eating lunch. These practices are not supportive of children's good health and increase the risk of the spread of infection.
- Oversight of this setting is extremely poor. The provider does not evaluate the quality of provision effectively or take sufficient action to tackle areas of weakness that have been identified. For example, many of the weaknesses identified on the inspection day had been raised during the manager's yearly appraisal completed earlier in the year. Despite recognising these significant weaknesses, the provider has not taken further action to ensure improvements for children. As a result, there are weaknesses within the curriculum, staff teaching and overall practice that have not been addressed.
- Staff do not follow the latest government safety guidelines when putting the youngest children down to sleep. Children under one year of age are put to sleep on surfaces which are not firm and flat. They are covered with loose bedding, which poses a further risk. However, the impact from this is minimised as a member of staff stays within the sleep room to supervise sleeping children.
- Despite regular professional development opportunities, the provider does not ensure training has been effective and implemented successfully by staff. For example, staff have received training in safe sleeping arrangements for children and safeguarding. Despite this recent training, staff do not have a robust understanding, and practice is poor in these areas.
- The organisation of the daily routines is not effective in meeting children's needs. The lunchtime period is particularly chaotic and extremely poorly managed. Very high noise volumes and staff being overwhelmed with the disorderly environment mean children are not supported and quickly become distressed and bewildered. There are no learning experiences or social opportunities during mealtimes and some children cry continuously throughout the long lunch period. Staff do not respond swiftly and fail to gain any control during these times.
- Pre-school children enjoy interactions with their peers and staff. They curiously access different activities and show keen engagement and concentration as they play. Staff are aware of children's needs, extending their learning and adding new language into their play. These skills help to support children during their upcoming move to primary school.

Safeguarding

The arrangements for safeguarding are not effective.

The provider and the manager fail to identify safety issues with devices used in the setting. They allow staff to use tablets with cameras and internet access in the rooms with children. They do not effectively monitor these devices to ensure they are used appropriately. This leaves children exposed to potential risk. Some staff can confidently identify signs and symptoms which may indicate a child is being abused. However, not all staff are confident in the procedures they must follow if

they have concerns about another member of staff or the management team. Risk assessment procedures are not effective. Staff do not identify and rectify hazards such as very hot, exposed radiators in the pre-school room. The provider fails to ensure that all adults working on the premises are suitable and safe to do so. She has not obtained a Disclosure and Barring Service check for all staff, which does not support children's 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
ensure staffing arrangements meet the needs of all children and ensure their safety	30/12/2022
ensure babies are safely placed down to sleep following the latest government safety guidance	12/12/2022
ensure all staff follow effective hygiene procedures that help protect children's good health and avoid the spread of infection	30/12/2022
ensure all children access a quality curriculum which is ambitious, well thought out and suited to their learning needs	30/12/2022
put in place effective systems to ensure that staff are suitable, including through seeking enhanced Disclosure and Barring Service checks	12/12/2022
ensure the management team and staff have an effective understanding of their roles and responsibilities to support the overall quality of provision for children	30/12/2022
ensure risk assessment procedures are effective in identifying all potential hazards to staff and children, including the use of devices with cameras and internet access	12/12/2022

ensure all staff understand the safeguarding procedures they must follow, including the procedures for allegations management	12/12/2022
put in place arrangements to support children with SEND that ensure children have access to and benefit from high-quality provision	30/12/2022
put appropriate arrangements in place for the supervision of staff and address any weaknesses identified effectively and swiftly to support the overall improvement of the provision.	30/12/2022

Setting details

Unique reference number	EY424238
Local authority	Rochdale
Inspection number	10265976
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	80
Number of children on roll	101
Name of registered person	Roly Poley's Private Day Nursery Ltd
Registered person unique reference number	RP530481
Telephone number	01616554771
Date of previous inspection	24 April 2018

Information about this early years setting

Roly Poley's Private Nursery registered in 2011 and is located in Middleton. The nursery employs 20 members of childcare staff. Of these, 17 staff hold appropriate early years qualifications at levels 2 to 6. Three members of staff are unqualified. The nursery opens from 7.30am until 6pm, Monday to Friday, for 51 weeks of the year. The nursery provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Shauneen Wainwright

Inspection activities

- This was the first routine inspection the setting 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 setting.
- We carried out this inspection as a result of a risk assessment, following information we received about 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 special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The manager and the inspector carried out a joint observation during lunchtime.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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