

Inspection of Polly's Day Nursery

The Lodge, Victoria Park Road, Tunstall, Stoke-on-Trent, Staffordshire ST6 6DX

Inspection date: 9 February 2023

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this superbly nurturing and well-established nursery. Highly qualified and experienced staff create an environment where each child receives a warm welcome. Children are confident and thoroughly enjoy their time here. They are highly motivated and make exceptional progress in their learning and development. Babies are cherished and form close bonds with the calm and considerate staff who care for them. They enjoy the frequent cuddles and comfort they receive as and when needed. Children build positive relationships with staff and peers. They are caring, considerate, polite and well behaved. Staff are excellent role models and children receive plenty of praise and encouragement. Children respond very well to this and are particularly proud to tell others about their efforts and achievements.

Staff value each child as a unique individual and are fully inclusive. Children learn about similarities and differences and to celebrate diversity. Arrangements for children with special educational needs and/or disabilities (SEND) are excellent. The manager and staff work very closely with parents and make any necessary referrals in a timely manner. They work with external agencies to create individual learning plans. Children with SEND receive swift, targeted and highly effective support. All children are ready for the next stage of education, especially school, where applicable. They gain exceptional knowledge and skills that they need to benefit from what school has to offer when it is time to move on.

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

- Managers and staff are fully dedicated to their roles and incredibly supportive of one another. Staff's expertise is acknowledged and shared and there is a culture of continuous improvement which is mutually embraced by all staff. Everyone engages in training and research to boost their skills and knowledge. Staff morale is very high, and they are eager to make the most of every opportunity to enhance the provision for children.
- Managers and staff have an exemplary knowledge of their curriculum. They know children extremely well and have a precise understanding of what is important for each child who attends. Staff make regular assessments of what children already know and can do and use this to plan and provide an array of interesting experiences linked to a chosen theme or story of the week. Children are deeply engaged in their work and play and sustain high levels of concentration. Staff are skilful in their approach and instinctively know when to adapt their teaching to help children achieve the best possible outcomes.
- Children benefit from the language-rich environment. They hold thoughtful conversations with staff and peers and express their ideas and opinions. Children consistently use new vocabulary. For example, toddlers tell staff about the

'crunch, crunch, crunch' sounds they make as they eat crackers at snack time. Older children are very competent in talking about the characters, recalling events and sharing their favourite parts of familiar stories.

- Children thoroughly enjoy group sessions that include toddlers and pre-school children. They select and play musical instruments and engage in songs and rhymes and listen intently to stories. At the end of the session, they sit patiently waiting as staff skilfully get children to identify when it is their turn to get ready for meals. Older children recognise the initial sounds to their names and younger children identify themselves by spotting if they have stripes, flowers or a particular colour on an item of clothing.
- Each child's care needs are extremely well fostered and they are very familiar and competent with daily routines from a young age. Sleep times work particularly well. Babies sleep downstairs and older children upstairs. Children find their sleep mat and tuck their name tag underneath. Each child has a sheet and blanket and they snuggle down, listening to soft music and quickly fall asleep. Staff stay with the children to provide a reassuring 'shhh' or a gentle soothe if needed and to keep a close eye on sleeping children.
- There are very well-established systems in place to help children when they are ready to move through to the next room. Key persons spend as much time as needed to help the children gradually settle and feel secure. They provide an array of activities for children to support their emotional well-being and prepare them for the changes ahead, including their eventual move on to school.
- Partnerships with parents are extremely strong. Staff liaise with parents to ensure each child's needs are exceptionally well met. This also serves to ensure consistency and encouragement with the self-care skills that children need to master at the setting, home and elsewhere. Parents are delighted in their choice of nursery for their children and comment about the exceptional progress their children make. Many have used the nursery for several years to care for their growing families and truly appreciate the guidance and support staff provide.

Safeguarding

The arrangements for safeguarding are effective.

Staff meticulously check all areas of the nursery to ensure it is safe and suitable for children. Children learn how to confidently manage risks for themselves. They listen to and follow staff's instructions as they carefully move up and down the stairs to access different rooms. The suitability of staff is assured through robust recruitment and induction procedures. Staff know precisely what to do if they are worried about a child's welfare or about the behaviour of a colleague. There is a robust culture of reporting concerns without delay to ensure children and staff stay safe. Staff conduct regular research and complete varied training to ensure that they are up to date with any changes to legislation or local procedures. The manager ensures that all staff are vigilant and that there are always opportunities for discussions during the day. Safeguarding is always on the agenda at staff meetings and individual supervision sessions.

Setting details

Unique reference number	EY359684
Local authority	Stoke-on-Trent
Inspection number	10277186
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	29
Number of children on roll	33
Name of registered person	Mrs Sarah Meakin and Mrs Susan Bourne Partnership
Registered person unique reference number	RP907536
Telephone number	01782 790790
Date of previous inspection	10 February 2020

Information about this early years setting

Polly's Day Nursery registered in 2004 and is located in the Tunstall area of Stoke-on-Trent. The nursery employs eight members of childcare staff. Of these, the manager and one member of staff hold qualified teacher status, one member of staff holds a qualification at level 5, four at level 3, and one is an apprentice working towards level 2. The nursery is open from Monday to Friday for 50 weeks of the year. Sessions are from 7.30am to 5.30pm. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Lucy Showell

Inspection activities

- This was the first routine inspection the nursery 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation of a small-group session with pre-school children.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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