

# Inspection of Roly Poley's Private Nursery

Parkfield, Trinity Street, Middleton M24 4AN

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Inspection date: 22 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Inadequate

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are safe and happy. Playful learning is abundant in every room. Older children keenly explore how ice melts. Together, with the help of skilful staff, they make predictions about what might make the ice melt. Toddlers build friendships with others as they carefully balance on the see-saw together. Babies develop secure attachments through lots of one-to-one interactions with friendly staff. Children follow the routines of the nursery well. For example, they know to stop and get ready for a change in activity when the tambourine is played. All children are kind and considerate of others. Children demonstrate their understanding that everyone is different. They show respect for one another in an age-appropriate way.

Children learn to use language well. A strength of the setting is their relentless encouragement for children to develop a love of books. Staff share 'interactive stories' with children to introduce them to new words. This helps them develop an understanding of how language works. Children join in stories with fascination. Babies listen to nursery rhymes and learn to associate simple objects with key words. Pre-school children develop an awareness of beat and rhythm as they play the musical instruments with excitement and joy. The learning experiences provided support children's onward education.

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

- The leader has embraced the support of the local authority and made significant improvements to the nursery since the last inspection. She has developed the leadership to a consistently good level. Staff understand their roles and take pride in their work. Staff have undertaken a vast amount of training to help them improve outcomes for children. The setting is well led and managed.
- The revised curriculum focuses on children's development across the seven areas of learning. Learning is well sequenced so that children gradually gain the skills, knowledge and behaviours they need. For example, children learn to share and take turns through opportunities such as playing matching games.
- The support for children with special educational needs and/or disabilities (SEND) is good. The special educational needs coordinator (SENCo) supports staff to identify any additional needs. Where required, individual learning plans are put in place to ensure that children can access the curriculum. The leaders work appropriately with external agencies to secure advice and contribute to education, health, and care plans. All children make progress from their varied starting points.
- Through careful assessments and staff supervisions, leaders have identified that there are some gaps in children's development. As such, they have placed emphasis on the development of early maths skills. Children learn to recognise

numbers, shapes and patterns. The well-organised environment enables children to explore new mathematical ideas.

- The leader and staff recognise that giving children lots of hands-on experience impacts positively on their development. As such, children take trips into the local community. For example, they visit the post office and find out what happens to the post. Despite this, staff do not always focus the use of additional funding precisely enough to promote individual progress and development.
- Parent partnerships are strong. Staff invite parents to attend stay-and-play sessions where they can join in with learning activities, such as story time. Staff organise open evenings to help parents prepare their child for the pre-school room. Parents feel well informed and respected by the staff team.
- The leader has put in place a staff performance management system. Staff receive regular observations of practice and attend supervision meetings. This has enabled them to improve their understanding of their roles and responsibilities. However, some staff do not know what they can do better. This means that outcomes for children are not consistently of the highest quality.
- Children learn to develop healthy habits for their futures. For example, they routinely blow their own noses and brush their teeth. Children take exercise, both indoors and outdoors, to help them gain muscle strength and coordination. Home-made meals include a range of nutritious ingredients to support good physical health.

## Safeguarding

The arrangements for safeguarding are effective.

All staff understand the safeguarding procedures they must follow to protect children from potential harm. This includes an appropriate understanding of the procedures for raising concerns they may have about other professionals. Risk assessment procedures are effective in identifying all potential hazards. The nursery is secure, clean and tidy. Staff understand the importance of following safe sleep guidance. Babies are placed to sleep safely. Children are taught to take care of themselves. For example, they learn how to safely walk around in the local area. They learn the Green Cross Code as part of learning to cross the road safely. Children know how to apply sun protection cream and keep themselves hydrated on a hot day.

## What does the setting need to do to improve?

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

- ensure that additional funding is used thoughtfully to promote children's individual learning and development
- further develop the supervision system so that it focuses sharply on the development needs of all staff.

## Setting details

<b>Unique reference number</b>	EY424238
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	10269564
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 10
<b>Total number of places</b>	80
<b>Number of children on roll</b>	122
<b>Name of registered person</b>	Roly Poley's Private Day Nursery Ltd
<b>Registered person unique reference number</b>	RP530481
<b>Telephone number</b>	01616554771
<b>Date of previous inspection</b>	23 November 2022

## 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 members of staff hold appropriate early years qualifications from levels 2 to 6. Three members of staff are unqualified. The nursery opens from 7.30am to 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

Lois Hulley

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to and 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 SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a communication and language activity with the nominated individual.
- Parents and carers shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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