

# Inspection of The POD

Total Fitness Uk Ltd, Wilmslow Way, Handforth, Wilmslow SK9 3PE

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Inspection date: 13 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
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	Not applicable

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

### **The provision is good**

Children and their families are at the heart of what this setting strives to provide. Staff implement a well-balanced and flexible curriculum. They place a sharp focus on helping children to develop key skills, such as their communication, language and their personal, social and emotional skills. As a result, all children, including those who have special educational needs and/or disabilities, develop particularly well in these areas.

Children enter the setting full of smiles, and are eager to share their experiences away from the setting with the staff. Older children demonstrate their high levels of self-confidence and self-esteem. For example, they greet visitors and eagerly talk to them about what they enjoy doing while at the setting. Younger children play cooperatively, sharing resources as they scoop water into a bucket. Babies and toddlers are supported by staff to explore using all their senses. For example, toddlers explore the smell and texture of lemons in the water tray. Babies bang tambourines and shake maracas as they sing familiar songs with staff.

Children are extremely kind and caring. This is because staff teach them the importance of friendship, manners and respect. Older children help younger children find the correct coloured pens from a tin. Additionally, children congratulate each other for having a go at a new skill or when they have achieved a goal.

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

- Staff plan good quality activities and experiences for the children. These are linked to children's interests and, overall, support the next steps in their learning and development. All children make good progress from their own unique starting points. However, the way in which some activities are carried out do not always provide children with enough opportunities to have a go or be further challenged in their learning. As a result, there are times when children are not as engaged as they could be, to further extend their learning.
- The special educational needs coordinator works closely with children, families, and staff to ensure that children get the help and support they need. Support from other agencies is sought where needed. Targeted plans are swiftly put into place. These help children catch up and make the progress they are capable of.
- Staff provide many opportunities for children to develop their communication, language and literacy skills. Babies are encouraged to babble and join in song time. Babies love to snuggle in with staff to look at a book. Older children select books and read independently in the dedicated reading area. In addition, staff are starting to implement specific communication and language strategies taken from recent training. As a result, children gain an appreciation of books and are confident and articulate communicators from a young age.

- Children benefit greatly from individualised settle-in sessions provided for them. As a result, children quickly form strong secure bonds and attachments with staff and their peers. Staff are good role models. They remind children of the rules for the setting. For example, using 'indoor voice' and having 'kind hands and feet'. As a result, children understand how their actions can affect others and quickly adapt their behaviour.
- Children love the outdoors. The well-thought-out outdoor area is designed to help children develop physically, spiritually and intellectually. Older children practise their balance and coordination as they scale the climbing frame. Younger children estimate how many balls will roll down a piece of drainpipe into the water. All children take part in yoga and meditation activities. These help children relax and provide opportunities for them to be calm. This, in turn, helps them to manage their own feelings and emotions.
- Leaders are passionate, dedicated and have high expectations for the setting. Staff access a wealth of training. Leaders support staff through regular supervision and coaching. Staff describe the 'POD' team as a 'family'. Staff well-being is considered by leaders. As a result, staff are motivated and understand what is expected from them. More can be done to strengthen the current supervision arrangements to help all staff gain consistently high teaching practice across the setting.
- Partnership working is a real strength of this setting. Parents value staff and say they are 'wonderful' and that they go 'above and beyond' to support their children. Staff share lots of useful information with parents. This supports children's learning at home. Staff work closely with other professionals, such as schoolteachers, to ensure that those children leaving to go to school have a smooth transition, when the time comes.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a robust understanding of their duties for child protection and safeguarding. This includes what staff need to do should they have a concern about a colleague they work with. The setting has achieved a recognised award in first aid. This further ensures children's safety and well-being. Children learn about keeping themselves safe. For example, pre-school children form a 'walking train' as they sensibly move around the setting. There are secure arrangements in place for the safe recruitment of staff. Actions previously raised with the provider are met.

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

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

- ensure activities and experiences planned for children are carried out in a way that supports all children to engage, participate and be challenged further in

their learning

- strengthen current arrangements for staff coaching and supervision, particularly for new or less experienced staff, and provide even more precise feedback that helps staff develop their practice to consistently highest levels across the setting.

## Setting details

<b>Unique reference number</b>	2691752
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10286148
<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 4
<b>Total number of places</b>	75
<b>Number of children on roll</b>	96
<b>Name of registered person</b>	POD Childcare LTD
<b>Registered person unique reference number</b>	2691751
<b>Telephone number</b>	01614395000
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The POD registered in 2022. It is situated in Handforth, Wilmslow. The setting employs 25 members of childcare staff. Of these, 10 staff hold relevant childcare qualifications at levels 3 to 6. 14 staff are unqualified, but working towards an early years qualification. One member of staff holds a forest-school qualification. The setting opens Monday to Friday, from 7.30am until 7pm, and Saturday and Sunday from 8am until 2.30pm. The setting is open 51 weeks of the year. The nursery provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Donna Birch

## 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 setting.
- The provider and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The staff spoke to the inspector throughout the inspection.
- Children spoke to the inspector about what they enjoy doing while at the setting.
- The provider and manager discussed the leadership and management of the setting with the inspector.
- The inspector spoke to parents and read parents feedback provided on the day of the inspection and has taken account of parents views.

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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