

Roly Poley's Private Nursery

Parkfield, Trinity Street, MIDDLETON, M24 4AN

Inspection date	17/09/2013
Previous inspection date	18/07/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are curious and motivated to learn because staff provide a variety of activities and resources, which capture their interest. Consequently, children make good progress towards the early learning goals.
- Staff are knowledgeable about the safeguarding and welfare requirements and implement them effectively, which means children are very safe and healthy.
- Parents are kept well informed through the use of daily diaries, a daily verbal exchange, parents evenings, newsletters and a parents forum.
- Children are happy and secure in the presence of the staff who build positive relationships with them, so they are settled and ready to learn.

It is not yet outstanding because

- The staff do not always make full use of everyday opportunities to fully support children's growing independence and learning, so that they can do things for themselves.
- There is scope to extend the outdoor learning environment to further strengthen children's early literacy and mathematical skills while playing outside.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector sampled records and documentation, including policies and children's development records.
- The inspector took into consideration the views of the parents spoken to on the day of inspection.
- The inspector asked staff questions to support her observation and documentation.
- A tour of the setting and a joint observation was made by the inspector and the manager of a member of staff who was leading a small group activity for children.
- The inspector carried out observations of staff and their interactions with children throughout the day and examined samples of documentation related to children's welfare and learning.

Inspector

Elaine Canale

Full Report

Information about the setting

Roly Poley's Private Nursery is owned by Roly Poley Nurseries Ltd and is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It is situated in the Middleton area of Manchester, close to shops and transport links. The nursery is accessible to all children and there is an enclosed area available for outdoor play. Children have access to four rooms plus a large multipurpose area divided into smaller areas using furniture. There is a baby room, a toddler room and a pre-school room. Part of the multi-use space includes a dining area.

The nursery opens Monday to Friday all year round, with the exception of bank holidays. Sessions are from 7.30am to 6pm. Children are able to attend for a variety of sessions. There are currently 91 children attending who are in the early years age range. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 16 members of childcare staff, 14 of whom hold appropriate early years qualifications at level 2 and above. The owner also holds Qualified Teacher Status. The nursery has established links with the local early years team.

What the setting needs to do to improve further

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

- enhance the outdoor area to enrich opportunities for children to see and recognise familiar words and numbers by, for example, creating an outdoor environment rich in print

- enhance opportunities to support children's increasing independence skills, such as at mealtimes by, for example, encouraging them to serve themselves and pour their own drinks.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The staff have a good understanding of the learning and development requirements to ensure all areas of learning are covered with sufficient depth and provide challenge through a good balance of adult-led and child-initiated activities. For example, the babies explore leaves, sand and water in a large tray on the floor and splash with delight as their

action makes the duck move. This demonstrates staff understand that children learn through play. The children are able to independently access a wide range of resources that enables them to be active in all areas of learning. For example, younger children have a selection of construction resources and chose to build with the wooden bricks. Consequently, children demonstrate good levels of independence in their play.

Prior to admission into the nursery staff obtain information from parents about each child's background, starting points and needs. For example, parents complete an 'All About Me' form and have informal discussions with staff. This ensures that routines are familiar and comforting and as a result, children feel secure and settle well. Individual learning journey records include observations, photographs and samples of children's work. They give a good overview of children's progress and photographic displays throughout the nursery clearly show children's enjoyment. The staff support parents to share information regarding their child's learning at home through the use of a daily verbal exchange, daily diaries, learning journals, newsletters and a parents' forum. Parents are also invited to an annual parents evening where a summary of learning and development is discussed. This supports staff to gain a holistic view of children's progress.

Many planned activities successfully promote their physical development. For example, in the outdoor area they have fun as they climb up the steps to go down the slide. There is also an enclosed decked area where babies explore safely. Outings in the local community, such as taking part in forest school activities, are purposefully planned to help develop confidence as children become aware of others and roads. This helps them to prepare for the next stage in learning, such as going to school. Visits to the park provide good opportunity for children to practise their skills in climbing and offers appropriate challenge for the children to develop their physical skills and manage risk. However, there are fewer opportunities for children to see words and numbers in the outdoor area in order to strengthen their growing literacy and mathematical skills.

Younger children have good opportunities to use their imagination, as they play with a range of small world resources, such as farm animals in the straw and role play in the home corner. They enjoy opportunities to develop their mark making skills, using various sizes of paint brushes and paint on a large sheet of paper on the floor. Children also say the letter names as they make marks, to represent letters of their name using pencils and crayons. The children enjoy looking at books, singing and listening to stories. The staffs' enthusiasm clearly has a positive impact on the children, their enjoyment is very evident as they take part in singing and action rhymes. Staff place a good focus on developing speaking and listening by encouraging children to listen to each other during group time with their key person. Children's mathematical skills are fostered well indoors as they count the spots on the dice whilst they play snakes and ladders. Staff talk about colour, shape names and size during play. Children develop their understanding of the world as they take part in activities for special events and festivals throughout the year. Staff create an environment that is welcoming and safe where children enjoy learning and grow in confidence. This ensures children receive a happy and enjoyable experience that helps to prepare them for their next stage in learning.

The contribution of the early years provision to the well-being of children

There is a good range of well-maintained, safe and age-appropriate resources for children to enjoy both indoors and outdoors. These are stored in easy reach of the children. Staff conduct a daily check of the premises. This enables staff to identify any potential risk and manage it effectively. Therefore, children are kept safe. Staff carry out the required progress check at age two and a written summary is shared with parents. This supports early identification of those children whose development is not at the expected level and action is taken to ensure they achieve well, working very closely in partnership with parents and other professionals. This means that the needs of children with special educational needs and/or disabilities are effectively met.

Children are happy and content throughout the nursery. Staff know the children well and have good knowledge of their individual needs and preferences. This, together with an effective key person, secondary key person system and dedicated key group time helps children form secure attachments, which promotes their well-being effectively. All children settle quickly in the nursery because flexible settling-in procedures help them to become accustomed to the environment and they get to know staff who will care for them. In addition, staff find out key words in children's home languages to support those with English as an additional language, to communicate their needs while in the nursery. Children confidently approach staff when they need reassurance. For example, babies toddle to their key person and put their arms out to be cuddled. There are cosy places for children to relax and look at books. Once children are ready to move on to the next stage in their learning, such as to the next room in the nursery or to school, there are good systems in place to support them. For example, children's transition records are shared with the new key person. This helps children to have a smooth transition into their new setting and ensures teachers are well informed to support their individual needs.

Children's health is effectively promoted by the nursery staff. The children eat nutritious meals, which are freshly prepared and individual dietary needs are well known and specifically catered for. The menu provides a good nutritious balance of ingredients and water is available all day. They have healthy snacks in the afternoon, such as yoghurts and fresh fruit. Children are encouraged to independently and hygienically manage their personal needs. For example, they wash and dry their hands in preparation for lunch because staff talk to them about the importance of good hygiene. Children access tissues to wipe their noses and place them in the bin when finished. Children ask adults to help to pour them a drink when thirsty. However, there is scope to further promote children's independence skills, for example, by enabling them to pour their own drink and serve themselves at mealtimes.

The staff positively promote children's sense of belonging and self-esteem as they play in a safe and secure environment. Children are welcomed and have their own peg for their belongings. They behave well and relate to each other. The staff promote simple rules to support children to manage their own behaviour, so they competently share and take turns. Children are rewarded with verbal praise and stickers. The staff work in partnership with parents. For example, staff share strategies with parents to support managing behaviour and toilet training. This ensures a consistent approach for the children. The children benefit from good levels of supervision, as staff are deployed well throughout the

nursery to ensure ratios are met. Children show they feel safe and secure in the nursery as they learn about procedures for evacuating the premises in an emergency.

The effectiveness of the leadership and management of the early years provision

Safeguarding policies and procedures are fully understood by the staff team. They are confident about the procedures to follow in the event of a concern about a child in their care. Staff are vigilant and children are well supervised to promote their welfare and safety. The medication policy and procedure ensures that there is documentation that is very clear, with information from parents stating when children have had their last dosage and when the next one is due. Risk assessments ensure potential hazards are minimised and access to the premises is closely monitored. Policies and procedures are available for staff and parents to access in the entrance hall. The nursery has a policy for the use of mobile phones and cameras and all staff and parents adhere to this. Robust vetting, recruitment and induction procedures ensure staff are suitable to be with the children.

Partnership with parents is valued and the children benefit from this, as parents receive regular newsletters informing them of how to support their child's learning and development at home. Parents are welcomed into the nursery and there are daily opportunities for discussion about their child's well-being and achievements. Sharing information about observations in the nursery and at home ensures parents are kept informed about their child's progress and development. Parents' views are sought informally through discussion and more formally through questionnaires and the parents' forum. Parents spoken to at the time of the inspection clearly appreciate what the nursery achieves for the children. They like the friendly team and feedback they receive regarding their child's day and their progress and the opportunity to express their views through the parents' forum.

The owner and manager are fully committed to improvement and continually strive to ensure all children achieve well in all aspects of learning and development. The manager ensures children's progress is monitored effectively, in order to identify any gaps in learning and development. The arrangements for appraisals and professional development are well considered, with opportunities for staff to complete training to enhance their knowledge and skills. Buddy systems for staff are in place to offer support and guidance to those in new roles, such as apprentices and room leaders.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY424238
Local authority	Rochdale
Inspection number	935341
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	70
Number of children on roll	91
Name of provider	Roly Poley's Private Day Nursery Ltd
Date of previous inspection	18/07/2012
Telephone number	01616554771

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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