

# Polkadots Nursery

Blackfriars Parish Hall, Southampton Road, London, NW5 4JS

## Inspection date

Previous inspection date

02/07/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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	1
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

- The environment is both highly stimulating and enabling and children enjoy their time at the setting, demonstrating that they feel safe and secure.
- Staff offer children individualised learning opportunities and extend their learning through the use of their specific interests. This leads to confident, motivated learners who engage readily in the stimulating activities offered.
- The key-person system works extremely effectively to ensure the assessment and recording of children's progress and the identification of children's specific needs are comprehensive.

### It is not yet outstanding because

- Management do not routinely monitor staff performance by observing their practice to help drive further improvement in their teaching and the outcomes for children.

## 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 observed children's play and staff interaction, indoors and outside.
- The inspector spoke to parents and children present on the day.
- The inspector examined documentation including a representative sample of children's records, policies, staff training records and staff suitability records.
- The inspector talked with staff and held discussions with the manager.
- The inspector invited the manager to conduct a joint observation.

## Inspector

Nadir Mahabir

## Full report

### Information about the setting

Polkadots Nursery registered in 2013. It operates from the first floor of a hall in the London Borough of Camden. Children have access to rooms on the first floor and there is an enclosed outside play area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 22 children on roll in the early years age group. The nursery is open each weekday from 9.15am to 1.15pm during term time only. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. A total of seven staff work directly with the children. Of these, two are qualified at level 3 and two staff are qualified teachers.

### What the setting needs to do to improve further

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

- enhance opportunities for staff development to drive improvement in the outcomes for children further, for example through peer observations which focus on valuing staff's strengths, skills and knowledge and celebrate the contributions made by everyone in the nursery.

## Inspection judgements

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

Children are happy and thoroughly enjoy the time they spend in the nursery, quickly becoming involved in the activities available to them. The organisation of the nursery, which reflects aspects of home and communication friendly spaces means children learn and develop in a cosy and positive learning environment. Rich and imaginative displays of artwork and activities clearly show children's enjoyment and achievements during their time at the nursery. Staff have successfully created an environment which is rich in signs and symbols. Their inspiring enthusiasm for stories and books has a very positive impact on children's learning. For example, younger children show great interest in books and will independently select and often imitate reading behaviour in preparation for their own development in future reading and listening skills.

Teaching is good; staff support children effectively and promote their language and literacy skills very well. For example, staff ask questions which encourages the children to recall events in their own lives, helping them to build on known experiences they have had with their families. As a result, children's communication, language and thinking skills are promoted well, which helps to prepare them for their eventual move to school. Children are absorbed in their learning and become thoughtful, considerate individuals through the

delightful, individually focused range of activities they are offered. These link strongly to their interests and offer them variety and carefully considered levels of challenge. Effective use of group sessions, such as singing and story time, help to develop children's social skills as well as communication and language development. For example, children listen attentively to stories being read and enthusiastically join in with action songs. Children learn to recognise their names as they use name cards at registration and again to self-register for snack. Staff help children to learn about letters and their associated sounds during small group activities and model how letters are formed when children make marks.

Children have great fun in a well-designed rainforest den. They point to the monkeys in the trees and there are lots of natural resources, to examine and explore with magnifying glasses. As they investigate the den, children find several more bugs and staff encourage lots of discussion as they compare and spot differences and similarities. This leads on to further activities with children and staff getting to use magnifying glasses in the garden as they hunt for other mini beasts. This interactive display has lots of statements and facts about the rainforest. Children look at these with great interest as they listen to staff talk about 'animals food from the rainforest'. Children are fascinated as they investigate the cleverly made continent boxes. Each box supports the child to learn about the world they live in. To complement these boxes, children actively listen to a story set in the Antarctic about penguins. Children enjoy answering the questions and discuss their experiences of seeing penguins at the zoo.

Staff demonstrate a good understanding of the learning and development requirements of the Early Years Foundation Stage. Effective planning based on children's interests sets clear goals for each individual child across each area of learning. The information gained from these observations and assessments enables staff to identify if children need early intervention and they ensure any support required is put in place. Consequently, all children in the nursery make strong progress in relation to their starting points. Staff complete the progress check for two-year-old children to identify their strengths and areas where they make less than expected progress. Children who have special educational needs and/or disabilities are exceptionally well supported and a proactive stance is taken to ensuring they receive any additional input required. Staff who know individual children well work very closely with their parents to ensure that any specific needs are known and managed in partnership with them.

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

Children flourish in this inclusive, warm and welcoming nursery and throughout the building there is a sense of belonging, security and happiness. Children have slippers for inside to make the environment homely, clean and warm. Coat pegs have children's pictures and names on so they can be supported to complete routine activities themselves, which supports their growing independence. The staff place extremely strong emphasis on building relationships with children and their families from the outset, so that they know precisely how to meet their individual needs. Successful implementation of the key-person system helps to ensure children feel safe and secure in the nursery. Families

say they feel warmly welcomed at the nursery. Children are highly motivated and show great enthusiasm as they play and learn. This is because staff provide a well-resourced indoor environment which they organise effectively. They do this by creating an environment where children may easily choose from an excellent range of toys and resources that meet their developmental needs. Pictures and text on storage and in the environment indicate to children where equipment goes. This daily routine and structure helps children to move on to the next stage in their learning in readiness for school.

Healthy lifestyles are promoted effectively as children have the opportunity to be outside on a daily basis. They know how to stay healthy as they wash their hands at appropriate times during the day, such as before snack time and after messy play. Snack time is a social occasion and provides children with good opportunities to develop a sense of responsibility. For example, children develop dexterity as they prepare and serve themselves from a selection of healthy snacks. Parents provide their children with a packed lunch and staff effectively socialise with the children, discussing their day. Weekly yoga sessions help children increase their enjoyment of staying healthy and the awareness of moving their bodies. Staff show an excellent knowledge of each child's backgrounds and this enables them to respond particularly well to children's individual needs. Staff are deployed very well throughout the nursery and respond to children's care and learning needs highly effectively.

Children learn to understand about their own safety, listening to staff about putting the equipment away to clear space before sitting down for circle time. These busy, active, curious learners make very good progress because their interests are reflected in all that is on offer and staff provide accurately targeted support. Staff fully engage in children's play, encourage them to make independent choices and offer praise for their achievements. The good use of open-ended questioning helps to promote children's thinking and staff encourage children to make predications and to solve problems for themselves. Children's behaviour is good; they take turns and respect each other's feelings. This is because staff are good role models who consistently reinforce children's positive behaviour with praise in order to boost their self-esteem. The consistent approach that staff use to manage behaviour creates a harmonious environment in which children thrive.

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

The manager and staff team clearly understand the safeguarding procedures and have high levels of awareness of their own role in protecting children from harm. Staff have a secure understanding about what to do if they have any concerns about a child in their care. Children learn how to keep themselves safe and this is further embedded with secure and comprehensive risk assessments, both for outings and for each room within the setting. This illustrates how the nursery reflects on how to keep children safe in all environments. Staff are suitably vetted before working with children and staff are knowledgeable about safeguarding issues. This means they are confident in identifying any concerns about staff or children and reporting them to the safeguarding officer and if needed the Local Safeguarding Children Board. Good induction procedures help new staff

to be confident in implementing the nursery's policies and procedures effectively.

Staff have a good understanding of child development. They are able to plan and provide appropriate activities which cover the seven areas of learning. Staff receive ongoing support from management through one-to-one supervisions. This helps management to identify any concerns earlier on and offer appropriate support where needed. In addition, appraisals are used to assess staff's ongoing suitability, as well identifying any areas for improvement. The nursery encourages professional development and supports staff to improve their knowledge, understanding and practice. Staff cascade information from training and early years events to extend team knowledge and skills. However, management do not fully enhance staff's professional development by observing and evaluating their teaching and practice within the nursery to further improve the provision. Management monitor the planning and assessment of children's learning in order to plan focused next steps so that children make good progress. Staff provide each other with mutual support and work together as a team to promote continuous improvement. Although newly registered, they demonstrate commitment to ongoing improvement and have begun to use the process of self-evaluation to identify strengths of the provision and areas for further development to raise standards even further.

Partnership with parents is valued and the children benefit from this. 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 keep informed about their child's progress and development. All parents spoken to during the inspection are very happy with the nursery. They particularly like how approachable all the staff are and how they know their children well. They also feel that the nursery is very welcoming and homely and that all staff are very caring and are dedicated to the children. A parental survey is sent out and parents are consulted about many aspects of the nursery's operation. The manager and staff are enthusiastic about the care they provide for children and their families. Clear relationships have also been formed with other professionals involved in children's lives. Valuable links with other nurseries and local schools ensure children are supported well and benefit from consistent learning experiences. Consequently, children receive continuity of care and the moves from one service to another are as relaxed as possible and children feel safe.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY470697
<b>Local authority</b>	Camden
<b>Inspection number</b>	948990
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Kathleen O'Shea
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07970 837442

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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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