

# Pennington Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	317571
<b>Inspection date</b>	21 February 2008
<b>Inspector</b>	Cathryn Parry
<b>Setting Address</b>	Pennington Memorial Hall, Pennington, Ulverston, Cumbria, LA12 0RT
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<b>Registered person</b>	The Trustees of Pennington Nursery
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Pennington Nursery is run by a committee. It opened in 2001 and operates from a single storey building. It is situated in Pennington Memorial Hall grounds, close to Pennington Primary School. A maximum of 61 children may attend the nursery at any one time. The nursery is open from 07.30 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 100 children aged from two years to under eight years on roll. Of these, 50 children receive funding for early education. The after school club also cares for children aged over eight years. Children come from a wide catchment area. The nursery currently supports a number of children with learning difficulties or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 18 members of staff. All of these hold appropriate early years qualifications and two are working towards a further qualification.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children enjoy regular opportunities for fresh air and active play, which contributes to their overall good health. They explore, test and develop physical control, for instance, when using sit and ride toys and negotiating the low-level balancing bars. Children are encouraged to develop their body awareness through planned and spontaneous music and movement activities. The after school club also offers opportunities for children to enjoy outdoor play, such as playing football. Quiet areas in each of the main playrooms enable children to rest and enjoy more relaxing activities in line with their individual needs. This has a positive impact on their well-being. Parents and carers provide packed meals for their children. The staff promote healthy eating by providing written information on suitable food options. Additionally, they ensure the lunch boxes are stored with ice packs if needed. This ensures the food remains suitable to consume. Children accessing the after school club also enjoy a light tea, including wholemeal bread, pasta and jacket potatoes. They are also involved in related food activities, for instance, where they make fruit salad and apricot flapjacks. This fosters good lifestyle habits. All children enjoy a range of fresh fruit and regular drinks of juice, water or milk on a daily basis. This has a positive impact on their well-being.

Children are learning about the importance of good personal hygiene and are becoming increasingly independent in their personal care. For example, they know they must wash their hands before meals and snacks, and after stroking one of the guinea pigs or the rabbit. This is further supported through discussion about why this is necessary, including washing away the germs. Records are kept in respect of accidents and medication and these are shared with parents and carers. Medicines are rarely given within the setting. However, when they are, parents and carers do not sign to acknowledge their administration. This could compromise children's health. Children do not attend if they are sick, which enables staff to protect others from illness. They can respond appropriately if children have an accident as they are trained to administer first aid. Written permission from parents and carers to seek emergency medical advice or treatment is gained. Consequently, their welfare is safeguarded. Relevant documentation with regard to health, including specific dietary needs and consent forms are in place and up to date. These positively safeguard children's well-being.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a welcoming setting where positive steps have been taken to promote their safety and security. They are safeguarded well as the nursery is secure at all times. This is supplemented with effective procedures for adults collecting children, including the use of written permission slips and a password system if needed. Windows in each of the playrooms enable children to benefit from natural light whilst playing indoors. Regular checks and cleaning keep the broad range of toys and resources in a good condition. This ensures that children handle items that are clean and safe. Those who go on outings are kept safe as staff are vigilant and encourage good routines, such as holding hands. Children who are collected by staff from the local school wear fluorescent tabards as they walk back to the after school club. Consequently, they are easily visible to drivers of vehicles.

Children experience good levels of supervision and appropriate safety equipment is in place to ensure hazards are reduced. This includes smoke detectors, electrical socket covers and radiator

protectors. Children's knowledge about personal safety is encouraged by gentle reminders from staff to pick up the toys so they do not trip, road safety activities and regular fire drill practises. This positively contributes to children developing a sense of danger and of how to keep themselves safe. Children are well protected as the staff use simple explanation and encouragement with regard to staying safe, such as not to climb on the table in case they fall. As a result, children begin to understand potential dangers. Staff have attended relevant child protection training and demonstrate a sound understanding of associated issues. Consequently, children are safeguarded well. All the required procedures and documentation are in place to ensure that children's welfare is promoted.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Child-centred displays promote a welcoming atmosphere. The affectionate and gentle care given by the staff enables the children to develop a sense of belonging and trust. They enjoy their time at the nursery and after school club, and are eager to participate in the variety of activities provided. These include creating models with a variety of age-appropriate construction toys, sharing books and experimenting with musical instruments. Staff have attended training on the 'Birth to three matters' framework and implement this positively with the younger children, encouraging good progress in all areas. All children have opportunities for creative and exploratory play, as they paint, play with compost, water and play dough. They find the resources fun and sufficiently challenging, which helps to develop appropriate levels of concentration. This includes the provision of word searches and number related puzzles for children attending the after school club. All children benefit from a flexible routine, including a balance of child-centred and adult-led experiences. Staff are enthusiastic and activities are undertaken with a sense of fun. An example of this is where they pretend to be a crocodile during song time. Children delight in using their imagination, for instance, where they play with the dolls and wrap each other in blankets as they pretend to go to sleep. Their knowledge of the natural world is promoted as they help to care for the pets in the nursery, grow cress and plant bulbs. This is complemented with the provision of a range of natural resources to explore, including shells, pine cones and twigs. Children are able to make their own choices, selecting materials and activities, which motivates them to learn and sustains their interest.

### **Nursery Education.**

The quality of the teaching and learning is good. Staff have a secure understanding of the Foundation Stage curriculum and plan a good range of activities to support children's play and extend their learning. Displays, plans and the layout of the room show that all areas of learning are being covered well. Staff effectively evaluate observations of children to inform future planning, ensuring individual needs are met well. Children settle quickly and happily on arrival at the pre-school and demonstrate familiarity with group routines as they sit sensibly for registration. Daily calendar activities and the use of egg timers develop children's understanding of the passage of time. Children's creativity is nurtured as they experiment with different media and explore their own ideas. They develop mathematical thinking as they name shapes, use appropriate language, such as taller and smaller than, and weigh ingredients for baking. Children use information and communication technology to support their learning, for example they use the till in the role play area and computers to complete counting and alphabet games. Staff make excellent use of open ended questions to make children think. Children have daily opportunities to access the outdoor play area. However, there is no large climbing equipment to challenge older and more able children. Consequently, they are not effectively developing related skills. Children's communication skills are fostered well, resulting in competent speakers

and listeners. Their knowledge and understanding of the world is fostered as they watch tadpoles start to grow legs and go hunting for bugs. Children's fine motor skills are encouraged with the provision of a range of small tools, including tongs and scissors, as well as opportunities for threading being made available.

### **Helping children make a positive contribution**

The provision is good.

An effective induction procedure ensures individual needs are met well. Settling in and movements between playrooms are managed sensitively in consultation with parents and carers. Children develop a sense of belonging at the nursery, where they see their artwork on display and become familiar with daily routines. They respond well to the positive and caring approach taken by staff, who relate warmly to the children and build their confidence by acknowledging achievements and giving praise. Children's spiritual, moral, social and cultural development is fostered. Children are encouraged to explore their feelings, for instance, as they discuss what makes them happy and sad. The staff also share their feelings, which fosters a feeling of empathy with the children. The staff's positive attitude to equal opportunities ensures children have a good awareness of the wider community, for instance when discussing peoples differences. This is supplemented with a variety of resources reflecting positive images of the world they live in. They also celebrate a range of festivals with children that represent their own and other cultures. These include Christmas, Divali and Chinese New Year. Consequently, children's awareness and understanding of different beliefs and traditions are raised. Staff have attended some relevant training and have experience of caring for children with learning difficulties and disabilities. They demonstrate a positive attitude to providing an inclusive environment and work effectively with other professionals where necessary, to help all children achieve their full potential.

Partnership with parents and carers is good. An initial prospectus and further written information for children moving into the pre-school room contain details of the Foundation Stage and 'Birth to three matters' framework. Consequently, parents and carers have an insight into the activities provided to support their children's progress. Children receive consistent care as there is a daily exchange of information with parents and carers about their children's day. This is complemented with open evenings, a parent and carers noticeboard and newsletters. They are actively encouraged to be involved in the setting, for instance one child's mother visited and cooked Thai food for the children to celebrate Chinese New Year. Another example is where a father came and showed the children how to play cricket. Feedback from parents and carers is sought in a variety of ways, including questionnaires. Consequently, the manager can evaluate information received and act accordingly, to improve the nursery and after school provision. Good behaviour is actively encouraged through positive role modelling, meaningful praise and valuing favourable behaviour. The staff's comprehensive understanding of individual personalities promotes effective behaviour management. Children in the after school club have devised their own ground rules, which has a positive impact on them taking responsibility for their own actions.

### **Organisation**

The organisation is good.

The leadership and management is good. The manager works closely with, and is supported well by key members of the committee and staff within the nursery. She shows a commitment to the professional development of her team, encouraging training in all areas. This is further

promoted by her own commitment to furthering her knowledge of childcare and education. She has a clear understanding of the 'Birth to three matters' framework and the Foundation Stage enabling her to foster good practice throughout. The manager is enthusiastic and eager to meet children and their family's individual needs. Regular team meetings and individual appraisals enable her to monitor the nursery and encourage full participation from her team. The manager recognises the strengths within the staff team and welcomes individual ideas to further develop the care and education provided. She is continuously evaluating practice within the nursery and after school club and strives to improve upon the high quality of care and education provided. An example of this is where she has identified the outdoor play space as an area for development, to meet all of the children's needs. Policies and procedures are reviewed regularly and individual documentation stored confidentially. This ensures children's well-being and privacy are respected throughout.

Children's play opportunities are maximised through the effective organisation of space, time and resources. The rooms are used effectively, with clear, defined areas for different types of play. They also benefit from having a separate room for snacks and meals. The flexible routine ensures children have time to complete activities at their own pace. They also benefit from having the time to visit places of interest, as well as visitors coming to the nursery. Examples of these are where they visited the library and where the fire brigade brought their engine for the children to see. During the school holidays, children attending the holiday club timetable use of the outdoor area. This ensures all children benefit from large physical play on a daily basis. Attractively set out resources and activities encourage participation. Children are able to select from a wide range of toys, which meet safety standards. Their independence and self-help skills are promoted well as they are stored at the children's height. Staff are deployed effectively, enabling children to develop good relationships with them through regular contact and a key worker system. Suitably qualified staff with a range of experiences have a positive impact on the quality of care provided.

Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the previous inspection the provider was asked to request that parents inform the nursery in writing of authorised persons who will collect their child regularly and any changes to this information. They were also requested to revise and update the policies and all relevant information as outlined in the current National Standards and their guidance documentation. These have both been positively addressed, which has a positive impact on children's well-being.

### **Complaints since the last inspection**

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure parents and carers sign to acknowledge administration of medicines.

#### The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- further develop the outdoor area, including the provision of larger climbing equipment to challenge the older or more able children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)