

Poulton Penguins Nursery

Inspection report for early years provision

Unique reference number EY313682
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Inspector Lindsey Ferrie

Setting address Poulton Lancelyn Primary School, Venables Drive, Wirral,
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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Poulton Penguins Nursery is run by Poulton Penguins Ltd who registered in 2005 as the new owners of the former committee run pre-school operating on the site. The nursery serves the local community and operates from Poulton Lancelyn Primary School in Spital where it has its own self contained facilities, including two playrooms and a fully enclosed area for outdoor play. The nursery is registered to care for a maximum of 50 children at any one time. Children are admitted from the age of two and stay until ready to start school. Opening times are from 09.00 to 15.30 weekdays and term time only. Children may attend a combination of half day and full day sessions, with or without lunch. There are currently 77 children on roll of whom 53 receive funded nursery education. The provision caters for children who have special needs and who speak English as their second language. There are 13 staff of whom 10 have relevant childcare qualifications. The setting receives support from the Sure Start early years advisory team.

Overall effectiveness of the early years provision

Poulton Penguins is an outstanding provision. Children are happy, confident and willing to 'have a go' in this setting where everyone values their opinions and ideas. Planning formats include different levels of challenge and all staff use this rigorous approach to ensure that they meet the needs of every child in this caring and supportive climate. Even so, there is no assessment system that shows at a glance how much progress children make during their time at the setting. Parents are overwhelming supportive of the setting and typically comment, 'Thank you so much for your wonderful care', and, 'You have given my child confidence and his first taste of school life'. The setting is passionate about inclusion, having recently applied for, and awaiting the result of, an Inclusion Mark. All staff embrace and contribute to self-evaluation and this results in a setting which is continually improving.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- establish an assessment system so that staff can see clearly how much progress children make during their time at the setting.

The leadership and management of the early years provision

Very effective self-evaluation systems ensure continuous improvement. All staff contribute to the self-evaluation, visit other settings and meet other professionals for advice and inspiration. Extremely knowledgeable senior managers choose improvement priorities with care. They actively seek out and act upon parents' comments. For example, following a parental request, a toddler dance session is

now part of the curriculum. The setting places strong emphasis on support staff and their continuing professional development. Consequently, children benefit from an inspirational and committed staff team.

The excellent organisation and deployment of staff ensures children are safe. All necessary policies and procedures are in place and rigorous safeguarding checks ensure that the setting only employs personnel who are suitable to work with children. Staff carry out daily risk assessments on the premises or before trips out.

Excellent planning identifies child initiated and adult focused activities in all areas of learning. First class intervention by adults helps to develop children's acquisition of new vocabulary as well as their counting skills. Learning and development planning links well to the Early Years Foundation Stage framework. Staff identify opportunities for challenge and match activities very well to children's individual needs and abilities. They highlight key vocabulary and ensure parity of provision across the setting. Practitioners clearly identify assessment opportunities and link these to observations. Key workers use tracking systems to demonstrate each child's progress across the six areas of learning. This shared, consistent approach ensures outstanding outcomes for all children.

Newsletters, reports, 'fly on the wall' DVDs, annual performances and regular verbal feedback inform parents well. The setting establishes good partnerships with schools and other agencies. The 'dressing up' box with school uniforms for children to use in their role play is a highlight of the transition process.

The quality and standards of the early years provision

Excellent planning ensures children experience an outstanding range of opportunities and activities which enable them to make at least good and usually outstanding progress across all areas of learning. All staff plan to maximise the learning opportunities for each child. Children are enthusiastic and tenacious in their approach to activities, whilst demonstrating kindness and support to one another in groups. There is a calm and purposeful atmosphere throughout the setting. Children are busily on task, creating imaginary worlds, hypothesising about the hole in the water tray or exploring the effects of ice.

No learning opportunities are missed here. Children transform the role play area from a cardboard tardis to a space ship. They enjoy the countdown to blast off and gaze into space at the planets and stars on the wall. They wear space boots and a helmet and check that everyone is 'belted in' before take off, demonstrating good teamwork.

All staff are proud of the highly inclusive atmosphere they create as this ensures that every child participates fully in all activities. Outstanding provision for vulnerable children and those with learning difficulties and/or disabilities ensures they make the same progress as others in the setting. Children respond well to staff expectations of behaviour and demonstrate excellent attitudes to learning whether playing independently or in groups. This helps them consolidate skills for future success.

Children demonstrate a very good awareness of how to keep safe. During their role play, the younger children make a pizza delivery van from cardboard boxes, and one boy takes responsibility for their well-being, saying, 'Get your seat belts on'. Children know about keeping healthy and bring healthy snacks and enjoy milk as well as having unlimited access to the water dispenser throughout the day.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.