



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY260693

DfES Number: 522908

INSPECTION DETAILS

Inspection Date	25/06/2004
Inspector Name	Sharon Greener

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Pennywell Early Years Centre
Setting Address	Portsmouth Road Pennywell Sunderland Tyne and Wear SR4 9AX

REGISTERED PROVIDER DETAILS

Name	Sunderland Local Education Authority
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ORGANISATION DETAILS

Name	Sunderland Local Education Authority
Address	Civic Centre PO Box 101 Sunderland SR2 7DN

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Pennywell Early Years Centre opened in 2001. It is an integrated service provided by the Education Department and the Social Services Department, and provides a range of services for families with young children. The service operates from facilities located in the purpose built premises, situated in the Pennywell area of Sunderland. The base rooms used are the crèche and rainbow room. Additional areas used include, the children's kitchen, sensory room, main nursery room. A parents and carers room and other associated facilities are also available. The centre serves the local area.

There are currently twenty children from seventeen months to three years on roll. This includes four funded three year olds, there are no funded four year olds at present. Children attend for a variety of sessions. The setting supports children with special needs and who speak English as an additional language.

The group opens five days a week, 51 weeks per year. Sessions are from 08.30 until 18.00.

Two part-time and four fulltime staff work with the children. All but one staff have early years qualifications to NVQ level 3. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Pennywell Early Years Centre provides good care for the children. The premises is secure, welcoming, clean and well maintained. Play areas are well set out, child orientated, stimulating and very well equipped. Children can access resources and equipment easily, and select their own activities. The required documentation is in place and is up to date, well presented and well organised.

A comprehensive health and safety policy and procedure provides staff with relevant guidance on various issues. Risk assessments are carried out and most aspects of safety are good. However, all staff need to be fully aware of all aspects of the

evacuation process. A full daily menu is provided, and the centre is able to cater for children's specific dietary requirements. Staffs knowledge and understanding of equal opportunity is good, and some have attended training. Children with special needs are well supported and all staff have attended relevant training in this area. They liaise with parents and carers, and relevant agencies. All staff have completed child protection training. They are competent with regard to the child protection policy and procedure and how to implement it.

Children have access to an extensive and varied range of age appropriate learning experiences and high quality resources, to promote and encourage their all round development. Staff give high priority to nurturing children's self esteem, confidence and social skills. Staff listen to and value what children say, they respond accordingly, offering them lots of support, encouragement and praise.

Good relationships are built with parents and carers and their input is encouraged and valued. They are kept well informed of their child's progress through a variety of methods, review meetings, notice boards, reports, news letters, home visits, and daily verbal feed back from staff. Parents and carers have access to various training opportunities, support and social groups, and crèche facilities if required.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff give high priority to nurturing children's self esteem, confidence and social skills.
- Children build good relationships with staff, peers and those less familiar to them; children share, take turns and show regard for others.
- Staff manage children's behaviour in a calm, consistent manner, they use appropriate tactics; to which children respond very positively, and are well behaved.
- Staff create a welcoming, stimulating environment, where play space is used well to provide children with access to a broad range of activities and good quality resources.
- Staff build good relationships with parents and carers, who have access on site to a variety of social groups, support mechanisms and training opportunities.
- Staff ensure that parents and carers are kept well informed of the services available through a range of media, such as notice board displays and newsletters. They are invited to attend regular review meetings to discuss their child's progress, and have access to their child's personal records.
- Staff support children with special needs well, individual education plans are in place and reviewed regularly; and several staff have completed relevant training.

- Staff listen intently to children, they value and acknowledge their thoughts and questions, responding accordingly, offering children lots of support, encouragement and praise.
- Records and documentation is up to date, well organised and well presented.

What needs to be improved?

- the method of informing Ofsted of any significant changes, including those to the staff complement
- the method of ensuring that all staff are aware of every aspect of the evacuation process

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
1	Ensure that Ofsted is notified of all relevant changes and matters.
6	Ensure that all staff are fully aware and conversant with all aspects of the evacuation procedure.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

At Pennywell Early Years Centre children make very good progress in all six areas of learning.

The quality of teaching is very good because staff interact well with children. Provision for physical development and computer skills are particularly good. Assessment procedures are extensive and used well by staff to help children make good gains in their knowledge and understanding. Staff therefore challenge children well. Planning for indoor and outdoor activities is well thought out, however some of the activities do not have a clear learning focus and there is some inconsistency in approach. This means that some learning opportunities are missed. Focused activities have very clear learning objectives and are linked to the early learning goals. Staff give very good support to children who have special needs, so they are fully included in all activities. Staff have high expectations for behaviour maintaining a consistent approach and children clearly respond well. The assessment procedures are very good and the information gathered is used well to highlight what children need to learn next. The resources and accommodation, both indoors and outside are used very well to promote learning.

Leadership and management is very good. The strong team fulfils its vision to provide high quality care and education for all children. The management is systematic in assessing strengths and development points. The quality of teaching and its impact on children's achievements are thoroughly evaluated. The detailed action plan offers good development opportunities for all staff.

The partnership with parents is very good and all speak highly of the provision offered. Attractive photographic information is displayed for all to see. Parents access files whenever they wish and they appreciate the personal daily contact. Some attend courses run especially for them. They are well encouraged to do practical activities with their child at home.

What is being done well?

- Assessment systems and procedures are very good and support teaching and learning well.
- The partnership with parents is strong and supports children's learning.
- Leadership and management is very good and this impacts well on the way children achieve.
- The accommodation and resources are used well to provide a good range of activities both indoors and outside.
- The close interaction staff have with individual children accelerates their progress.

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| <ul style="list-style-type: none">● The very good provision for computer skills and physical development ensures children achieve well. |
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What needs to be improved?

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| <ul style="list-style-type: none">● the consistency in approach to teaching for example, planning within the areas so that all staff are clear about the teaching focus. |
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What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have fun in the setting. They are well-behaved and motivated to learn. They have good opportunities to express feelings such as sadness, joy and fear. Children are confident and have established good friendships. They learn to share and take turns. Overall they are developing independence and learn to make choices about activities they wish to do. They are becoming aware of different cultures and learn to show good respect for others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

There are particularly good opportunities for speaking and listening and children are learning many new words. They listen well when staff talk to them. They are beginning to speak using good clear phrases. Children enjoy browsing through books. They handle them well. They are learning to recognise their name. There are good opportunities to write through play. Children develop their early handwriting skills through a range of practical activities.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children achieve well and develop an awareness of number for counting. Mathematical development is included in all daily routines so children's understanding is secure. All are well challenged. Children understand about shape, and early measurement through practical activities. There are well planned opportunities to include mathematics in outdoor play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

There are good opportunities to investigate and explore through planned activities. Children learn to make models as they play. They use computer and games and these support learning in mathematics, early literacy and art. Children talk about recent past events such as the farm visit where they see the countryside and the town. They discuss places they visit on holiday. They celebrate special events as they occur during the year.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use large equipment well and enjoy playing outside. They learn to run vigorously, and negotiate round others when using the apparatus. They are aware of their bodies and health issues. They know when to wash hands or when to go to get something to eat. They handle trowels with competence and show good co-ordination when using apparatus. They balance and climb with competence and use hammers and dough well. They use small equipment with increasing skill.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children have plenty of opportunities to express their ideas through art. They paint, draw and create collage with enthusiasm. Children use instruments and sing songs outside with true enjoyment. They develop their imagination well through imagined role play by pretending to be many different characters. The nursery is visually stimulating both indoors and outside. Children are well encourage to use their senses and the nursery uses many natural materials to inspire them.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following;
- ensure that all staff adopt a consistent approach in the way they interact and teach children new skills.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.