

# Pennies Day Nursery Ltd

Inspection report for early years provision

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**Unique reference number**

127442

**Inspection date**

05/09/2011

**Inspector**

Claire Parnell

**Setting address**

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**Type of setting**

Childcare - Non-Domestic

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## 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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Pennies Day Nursery opened in 1999. It is privately owned and operates from four rooms in a converted house in Weaving, near Maidstone. The nursery serves a wide area.

The nursery is registered on the Early Years register and the compulsory and voluntary part of the Childcare register. The nursery is registered to take 46 children. There are currently 90 children from three months to five years on roll. This includes 27 children who are in receipt of Nursery education funding.

The nursery opens each week day throughout the year with the exception of public holidays. Children attend for a variety of sessions and they are grouped according to their age. The setting currently supports some children with learning difficulties and who speak English as an additional language.

There are 20 staff who work with the children. Nineteen staff have an appropriate early years qualification. The setting receives support from the Local Authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The unique needs of every child is highly promoted and children's learning and welfare needs are successfully met. Children's learning is competently reflected in the quality of provision provided within the Early Years Foundation Stage. The very strong partnership with parents and other services enables consistent and continuous care and development for all children. The entire team are extremely committed towards the continuing developments and improvements of the setting to promote excellent outcomes for children.

## **What steps need to be taken to improve provision further?**

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

- extending cultural celebrations and experiences for children throughout the year.

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

Children are exceptionally well protected due to the high priority given to safeguarding children. All staff have a thorough understanding of child protection procedures and have access to a range of information and up to date training in

this area. All staff have relevant checks and references before embarking on their responsibilities with children, therefore only suitable staff have access to children. Consistent risk assessment for the indoors and outdoors environments as well as regular outings help to keep children safe.

Staff demonstrate a very positive attitude towards continuously improving practices, skills and knowledge and the general atmosphere within the nursery. Staff are highly motivated to develop and implement practices through attendance at local workshops and ongoing training. The nursery successfully identifies strengths to continuously develop as well as areas for improvement. They eagerly take on advice and positively turn these into successful practices to improve the outcomes for children. Staff are encouraged to share what they have learnt and monitor the improvements in their rooms, enabling an effective evaluation system of the whole nursery.

Children have access to a wealth of resources both indoors and outdoors. The resources are of high quality and well maintained. Staff are flexible and use their initiative to ensure children are sensitively and suitably supervised throughout the day. For example, children who are settling into new rooms are given time and careful attention to provide a confident and reassuring atmosphere to allow them to settle at their own pace. Resources and equipment are used imaginatively to commit to sustainability by adapting their use for other purposes, such as food waste as compost and trees for climbing.

The setting highly promotes inclusive practices for all children. Children are valued as individuals and this is demonstrated by the consistent and continuing approaches by all staff towards children's individual learning and welfare needs. The resources and activities positively reflect children's backgrounds and reflect today's diverse society. However, opportunities for children to learn about other cultural celebrations are not promoted as much as other areas of diversity.

The partnerships with other services and with parents is very strong. Parents have access to an abundance of written, displayed and verbal information about the nursery and individual children. Parents make very positive comments about their children's care and ongoing development, stating that they truly appreciate the welcoming and caring attitudes of all the staff involved with their children. Parents are actively encouraged to share information from home that helps to inform children's next steps of development within the nursery. Staff show a professional dedication to liaising with other services to ensure the continuity of care and practices for individual children's specific needs. The nursery has close and purposeful links with local schools to promote children's confident transitions to full-time education.

## **The quality and standards of the early years provision and outcomes for children**

Children really enjoy their participation in all the resources accessible to them. Children in all rooms move freely around their environment, making choices for

themselves that reflect their interests and needs. They are enthralled by new experiences, such as crawling and toddling babies playing in the garden, mixing mud and water together, squeezing the mud between their fingers for the first time. Children use experiences such as this to expand their knowledge of natural materials, the outside world and their senses. Children gain an excellent understanding of problem solving and numeracy. They explore activities and repeat process to solve how they work. For example, babies explore where the sound is coming from within a bell, continuously rolling it to make the sound. Older children experiment with shape, using interactive wipe boards to associate 2d shapes with real 3d objects. Children show exceptional skills throughout physical activities, using natural and provided equipment to climb, explore space, create and experience movement. All children explore the trees in the garden and learn to take risks at clambering over the roots, to climbing the low branches, taking their time to build confidence in new skills. All children demonstrate a determination to achieve, which is highly promoted through staff's support and encouragement.

Children express themselves through mark making using a range of materials such as paint brushes in the wet mud, fingers in the sand and pencils on paper. They have excellent opportunities to learn that print holding a meaning through the displayed pictorial and written words linked to their names and familiar objects such as labelling on their beds and on activity boxes. They take great interest in books, linking familiar pictures of their home life, taken during home visits, with familiar experiences in the nursery, as well as using books to recall stories. Babies explore books with enthusiasm, learning to turn the pages and by the gestures and expressions on their faces whilst books are being read to them. Older children thoroughly enjoy the natural world around them, hunting for snails to compare to their large snails kept in their pre-school. They eagerly explain how to care for them and the up coming arrival of baby snails. All children show a great deal of inquisitiveness, asking questions and taking interest in all that is around them. They are confident, interested and critical thinkers who use all the resources, activities and learning opportunities around them to develop skills for the future.

Staff provide a purposeful, flexible and individual planning system that highly promotes each child's stage of learning. The assessment and planning system reflects a rich and varied experience for children allowing them to flourish to their full potential. Effective observations are carefully linked to areas of learning to enable key people to track their development at any time. These are used to plan children's next steps of development. Children take part in a well balanced, child-initiated and adult-led play which encourages them to think for themselves, therefore influencing their own learning.

Children have excellent opportunities to learn about healthy lifestyles. They have access to the outside environment every day, including impromptu visits to local parks. Children grow their own food and learn about the cycle of foods including what happens to rotten foods. Children are offered freshly prepared healthy meals, encouraging children to learn about a healthy diet. They have access to fresh drinking water throughout the day. Staff follow excellent hygiene procedures and act as good role models for children when washing hands and changing nappies. Therefore as children develop they learn to take responsibility for their own health and hygiene practices.

Children's behaviour is exemplary, with positive attitudes shown towards each other, taking turns in group and sharing equipment with their peers. Staff act as very positive role models using good manners and demonstrating how to work very well together. Children have a clear understanding about how to keep themselves safe. They are confident and self assured children who know boundaries of the nursery and are aware of the impact that actions have on others. Staff manage behaviour well through positive praise and encouragement creating high levels of self esteem.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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