

# Penguin Pre-School

Inspection report for early years provision

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<b>Inspection date</b>	22/09/2011
<b>Inspector</b>	Glenda Field

<b>Setting address</b>	Newtown Methodist Church, Caister Road, Great Yarmouth, Norfolk, NR30 4DB
<b>Telephone number</b>	01493 851101
<b>Email</b>	penguinplay@btconnect.com
<b>Type of setting</b>	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**

Penguin Pre-School is a committee managed setting. It opened in 1993 and operates from two rooms in a building adjoining the Newtown Methodist Church in Great Yarmouth, Norfolk. A maximum of 36 children may attend the playgroup at any one time, all of whom may be on the Early Years Register. The pre-school is open each week day during term time, from 8.30am to 3pm. There is access to an enclosed outside play area.

The pre-school is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 34 children aged from two years to school age on roll. Children come from a wide catchment area. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school committee employs a team of nine staff. Of these, seven hold appropriate early years qualifications. The pre-school receives support from the local authority.

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

Overall the quality of the provision is good.

Children settle with ease in the welcoming and inclusive environment of the setting and consequently, make good progress in their learning. However, some activities require further development. All policies and procedures are in place and renewed regularly, to ensure that the safety and welfare of all is effectively promoted. Staff have developed an extremely strong partnership with parents and involve them in all aspects of their children's learning and development. Recommendations from the previous inspection have been satisfactorily addressed. Systems for monitoring and evaluating the provision, to identify priorities for development, have been established to continue to improve the quality of the provision.

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

To further improve the early years provision the registered person should:

- provide activities that help children understand about similarities and differences and the reasons for these.

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

The staff demonstrate a clear commitment to their role in safeguarding children. They have completed safeguarding training and their practice is guided by the setting's written safeguarding policies. Robust recruitment arrangements are in place to ensure all staff who work with children are suitable to do so. Children are

cared for in an extremely safe and secure environment. Staff help children to understand how to keep themselves safe. For example, children learn not to throw toys as they may hurt another child or themselves, plus community police officers visit the setting to talk about road safety and stranger danger. Written risk assessments and written daily checks of all areas that children use ensure that hazards are identified and minimised to safeguard children. In addition, risk assessments are completed and recorded before children are taken on outings in the local area. All necessary policies and procedures are in place to ensure the effective management of the setting. They are robust and effective to support the welfare and development of children.

The pre-school has developed partnerships with parents that are highly effective and make a significant contribution to children's achievement and well-being. They maintain systems of communication using children's individual assessment records and daily discussions with parents. All these systems are used very well, promoting a two-way flow of communication and enabling parents to be part of their children's daily achievements and developmental milestones. Parents speak highly of the setting and of the staff's readiness to implement any suggestions made. For example, a parent who was going into hospital asked staff if they could help their child with this forthcoming event. Staff set up the imaginative play area as a hospital, equipping it with bandages and other first aid supplies, pads for prescriptions and appointments. Plus stories about hospitals were read to children.

Effective systems are in place to support children with special educational needs and/or disabilities and children who speak English as an additional language. This includes a member of staff designated as the setting's special educational needs co-ordinator to support children with special educational needs and/or disabilities. The pre-school has well-established systems in place to liaise with other providers delivering the Early Years Foundation Stage, to ensure continuity of care and learning for individual children. Children's transition to full-time education is supported well. Teachers from the nearby school visit the setting and children attend events held at the school. The pre-school has taken photographs of areas of the school to help children become more familiar with the school prior to them attending.

Children benefit as the management committee and staff strive for high quality practice, continuously monitoring and evaluating the standards of the setting. They share a vision for the improvements they plan for the provision, such as developing the outdoor play area to incorporate a covered area. Thus, enabling children to play outdoors during inclement weather. The committee and staff are very receptive to support provided by advisors from the local authority and the management ensure that staff training needs are prioritised annual appraisals.

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

Children make good progress in their learning and development, supported by staff who demonstrate good knowledge of the Early Years Foundation Stage. An effective key person system ensures that staff and children develop strong bonds, helping children to feel settled and secure. Staff are well aware of the children's individual progress as they regularly observe their developmental needs and interests. These observations are collated in children's individual learning records, along with meaningful photographs and examples of children's craft work. This information is linked to the aspects of learning and development in the Early Years Foundation Stage and is used effectively to identify the next steps in children's learning. Systems in place ensure that staff work very well with parents and external professionals to provide effective support for children with special educational needs and/or disabilities.

Children benefit from a welcoming and child-friendly learning environment. The playrooms and outdoor play area afford children with ample space to explore the good quality play materials in safe and secure surroundings. Imaginative play areas inspire children's role play, for example, children enjoy playing house in the home corner area. However, there are too few activities to help children understand about similarities and differences in our diverse society and the reasons for these.

Children are confident communicators and are eager to share their experiences with visitors. For example, a child named the fruit she was playing with in the home corner, whilst another shared her joy at completing jigsaw puzzles. They enjoy exploring their creativity as they create their own collages and drawings. Children's physical development is supported well. In the outdoor area, children enjoy ride-on toys and sand and water play. They also have first-hand experiences of digging and growing vegetables and flowers.

Strong emphasis is placed on encouraging children to learn about aspects of a healthy lifestyle. Children are offered healthy snack food, such as fresh and dried fruit, along with milk and water to drink. Children understand the importance of washing their hands and confidently help staff put the toys away to avoid trips and falls. Children are also supported to develop an understanding of how to keep themselves safe by taking part in regular fire drills.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

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

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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

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