

# Penny Bridge Nursery

Inspection report for early years provision

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**Unique reference number** EY437173  
**Inspection date** 25/04/2012  
**Inspector** Sandra Williams

**Setting address** Penny Bridge Nursery, Penny Bridge, ULVERSTON,  
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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

Penny Bridge Nursery has been registered since 1993. Since September 2010, it has operated from a purpose-built building within the grounds of Penny Bridge Primary School and is now managed by a limited company. It is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children have access to one large playroom, toilet facilities, an enclosed outdoor play area and the school playground. The setting provides out of school care, nursery sessions and a holiday club. It operates from Monday to Friday from 7.45am until 6pm, for 50 weeks of the year.

A maximum of 24 children under eight years may attend the facility at any one time, of which none may be under two years old. There are currently 110 children on roll, of which 42 are within the Early Years Foundation Stage. The nursery is in receipt of funding to provide free early years education for children aged three- and four-years-old. Children attend from the village of Penny Bridge and surrounding areas. The setting supports children with special educational needs and/or disabilities and those, who speak English as an additional language. The nursery employs six members of staff, all hold appropriate early years qualifications to a minimum of National Vocational Qualification Level 3. The manager has Qualified Teacher Status and one member of staff has obtained Early Years Professional Status.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This highly effective and stimulating nursery respects and caters for all children's unique and individual needs exceptionally well. The extremely motivated and committed staffing group make sure that they successfully promote children's safety, welfare and learning to an excellent standard. Partnerships with parents, other agencies and providers of the Early Years Foundation Stage are highly effective in successfully promoting children's welfare and learning. This means that children are making excellent progress towards the early learning goals, given their age, ability and starting points. Managers and staff have a commitment to excellence and are constantly self-evaluating their practice to maintain continuous improvements to an already superb nursery.

## 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 resources and visual images in the environment to nurture children's respect for their own cultures and beliefs and those of other

people in our multi-cultural society.

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

Children are extremely well safeguarded due to the excellent safeguarding policies and procedures in place. The staff receive regular training and have an expert knowledge of the indicators of abuse and the procedures to follow should they have any concerns about a child. A full set of comprehensive policies and procedures are regularly reviewed and conscientiously implemented by the staff. Children are safeguarded by robust recruitment and vetting procedures, including Criminal Records Bureau checks, which ensures that all staff are suitable and safe to work with children. Detailed risk assessments are undertaken to ensure that the premises are extremely safe and free of hazards. The nursery has excellent security systems in place, which keep children safe and secure. Emergency evacuation drills take place to ensure that all children are fully aware of the procedures to follow in the event of an emergency.

The managers and staff strive for excellence in all that they do and all aspects are rigorously monitored. The self-evaluation process is well established and all parties with an interest are included in the process, for example, staff, parents and children. The managers make exceptionally good use of resources, including training opportunities, to meet the needs of the children. Despite recent changes in personnel, staff morale is very high as they are well supported by an established management team. Processes for managing the performance of staff and for ensuring their professional development are used exceptionally well. The deployment of staff and resources is excellent. Children thoroughly enjoy playing with a fantastic range of exciting, stimulating and imaginative resources, both inside and outside. All of the resources are easily accessible to the children, so that they can freely make choices throughout the day. They are well supported and appropriately challenged by skilled staff.

Equality and diversity is promoted and embraced by the staff. They are effective in ensuring that all children are well integrated and the development of all children in relation to their starting points is excellent. The staff work very closely with parents of children with special educational needs and/or disabilities. The children are extremely well supported by sensitive and skilled staff. Children have access to resources that reflect positive messages about cultural diversity. However, there is scope to extend these to ensure that they are fully effective in helping children learn about similarities and differences between themselves and others.

Partnership working is a key strength of this nursery. The staff have excellent relationships with parents and carers, who are encouraged to be heavily involved in decision making on key matters affecting the nursery. Parents and carers are very well informed about all aspects of their children's achievements, well-being and development. Parents comment on the fantastic, welcoming and safe atmosphere. They have complete trust in the staff and are impressed by their attention to detail and the knowledge they have of their children's needs. Partnerships with other professionals, such as, speech therapists, inclusion officers,

teachers and early years advisors, are extremely well developed and are highly effective in supporting children and their families. Exceptionally close links with the staff at the school also help with the smooth transition of the children when it is time for them to move on.

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

Children thrive in this inspiring, attractive and inclusive environment. The nursery is very bright, colourful and welcoming, with attractive displays of children's work and photographs, helping them to feel included. This learning environment is innovatively resourced and effectively meets the needs of all of the children, who attend. All children have excellent opportunities to adopt healthy lifestyles and enjoy the fresh air as they freely access the fantastic outdoor play area. It provides them with so many opportunities to explore and learn. On windy days, the children thoroughly enjoy blowing bubbles. They squeal with delight as they run around trying to catch the bubbles as they blow them in the wind and they learn that they need to blow gently to create the biggest bubbles. Children are learning about sustainability as they grow their own vegetables with the help of a parent, who visits the nursery to maintain the vegetable patch. This activity helps the children to understand where their food comes from. They show an excellent understanding of healthy eating as they help themselves to fruit and vegetables at snack time. Children follow very good personal hygiene routines and they are aware of why they need to wash their hands at appropriate times. All children feel safe and happy as they enjoy close attachments and excellent relationships with the staff. Children display extremely high levels of confidence and self-motivation as they make choices and play exceptionally well independently and in groups. They show an excellent understanding of what standards of behaviour are expected and apply these, in order to keep themselves and others safe.

Children are making excellent progress in their learning and development due to the wonderful range of activities that are planned to meet their individual needs and interests. Regular observations and assessments provide staff and parents with information, which is then used effectively to plan for children's next steps. The children's creativity and imaginations are encouraged in many ways. For example, they listen to a story about three little pigs, then create their own little pigs using paint and pipe cleaners to make a tail. They learn new words, such as 'coil' as they curl the pipe cleaner around their fingers. They then re-enact the story in small groups in the tree house. Children also enjoy playing imaginatively in the role play corner, which they pretend is a cafe. They use note pads to make marks as they take orders of what the other children would like to eat and drink. Children develop excellent problem solving skills. For example, they use stencils to draw a picture of a duck, but realise the pencil they are using is too big to draw the duck's beak and find a smaller pencil, which fits into the stencil, so that they can successfully complete their picture. Children develop exceptionally good skills in information and communication technology due to wonderful resources, such as, a computer, digital camera and remote control toys. They enjoy a wide range of books and are constantly encouraged to develop their language skills by

communicating with the staff and their peers. They recognise their names as they self-register and they enjoy linking sounds to letters during phonic activities. Overall, children benefit greatly from attending this stimulating nursery.

## 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

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