

# Pennywell Early Years Centre

Portsmouth Road, Pennywell, SUNDERLAND, Tyne and Wear, SR4 9AX

## Inspection date

01/11/2012

Previous inspection date

15/03/2007

## The quality and standards of the early years provision

**This inspection:**

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- Children are very independent, curious, exceptionally well-motivated and eager to join in, showing an excellent disposition to learning.
- Teaching is based on an excellent knowledge and understanding of the areas of learning and practice consistently achieves very high standards for all children.
- Practice is inspirational and provides rich and varied experiences for children of all ages, which ensures they make rapid progress in their learning from their starting points.
- Highly skilled staff continuously undergo professional development, which has a substantial impact on outcomes for children.
- Staff promote all areas of children's learning exceedingly well, with a particularly strong focus on the programme for communication and language.
- The highly professional manager carefully monitors all aspects of the provision, resulting in high quality care and education, which meets the needs of all children extremely well.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities within all areas of the groups.
- The inspector met with the manager and head teacher. They discussed a range of subjects and looked at records and policies.
- The inspector talked with staff children and with parents.
- The inspector fed back to the manager and head teacher.

## Inspector

Eileen Grimes

## Full Report

### Information about the setting

Pennywell Early Years Centre was registered in 2003. It is located in purpose-built premises in the Pennywell area of Sunderland. The setting serves the local area and is a delivery point for one of Sunderland's Children's Centres. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday, 48 weeks of the year. Sessions are from 8am until 5pm. Children are able to attend for a variety of sessions. The nursery is registered on the

Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 72 children attending who are within the early years age range. The setting provides funded early education for children aged two, three and four years. It supports children with special educational needs and/or disabilities.

The setting employs 13 members of childcare staff. All staff members have early years qualifications at level 3 or above. Two members of staff have Early Years Professional Status. The nursery receives support from the local authority.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- continue to develop assessments to show more clearly how children are making progress through the early learning goals.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

The exceptionally high quality educational programme enables all children to really enjoy learning. The staff fully engage with children, providing a very personalised approach. Carefully planned activities help guide staff and provide a wonderful range of experiences for children. Plans link to individual learning for each child and are flexible to take account of children's interests and spontaneous ideas. The highly skilled staff know each child extremely well. Accurate observations and assessments of children mean staff are able to continuously promote children's individual learning intentions and enable all children to make excellent progress in relation to their starting points. However, the assessments are not yet fully developed to enable parents to easily track how their children are progressing. Staff talk to children before they start planned activities. This enables them to clearly understand the purpose of activities and helps extend their knowledge and vocabulary, introducing new concepts and words.

Children thoroughly enjoy exploring the nursery activities during the Halloween party. They investigate various textures of spiders hidden in jelly, with the youngest children keen to get into the tray. They excitedly join in at key points and staff skilfully involve them all in activities, extending looking for the spiders to drawing them on black paper. Children participate with enthusiasm when exploring sounds through playing instruments, singing and listening to music. They join in, moving rhythmically to the sounds.

Children are able to listen attentively, showing developing levels of concentration during activities. They investigate putting pebbles into the bottle, looking at sizes and shapes, then try to resolve how to get them out again.

Children have fabulous opportunities to express themselves through various means. They are encouraged to participate in the Halloween party by dressing up and staff ensure that every child's effort is valued. This is reinforced by the considerable effort from staff to make the event a success in the preparation of the environment and in their dress. Children are able to use a range of games and skills on the computer, with the assistance of staff. This develops children's understanding of technology.

All children are listened to and encouraged to speak. Staff use open ended questioning to develop children's communication skills. During circle time children are able to share news about special events in their life. This provides children with opportunities to talk about their own beliefs and interests. Staff communicate with children using various methods. They take time to talk clearly to children ensuring eye contact is established and staff are highly skilled in using sign language. Children are well prepared for their transition to school. They have daily opportunities for mark making and writing resources are made readily available.

Parents' knowledge of their own child is greatly valued. They are able to continually contribute to their child's learning and development. Initial information regarding children's starting points is gained from parents at home visits and during initial settling-in visits. Ongoing discussions and developmental records are shared. Parents are encouraged to contribute information about their child's learning at home. This provides excellent continuity for children.

### **The contribution of the early years provision to the well-being of children**

Children's emotional well-being is extremely well supported. They share very positive relationships with the highly skilled staff, who are caring and sensitive to each child's individual needs. Staff spend time talking to parents in detail about their children and provide a settling-in process to make sure every child feels especially secure. Staff are always nearby to offer support and encouragement, resulting in children being confident to try new things and fully participate in the exciting activities the nursery has to offer.

Children are at home in the nursery. They quickly learn the routines and enjoy taking responsibility for helping with tasks, such as tidying up. Staff engage with children to help them feel safe and become familiar with nursery school life. Children are able to manage risk, such as learning how to use scissors safely. They are familiar with all areas of the nursery building and staff take time to get to know all the children attending.

Children also have many opportunities to mix with the older children; for example, they join together every morning for breakfast and with the nursery during lunch sessions. The key person shares detailed information regarding the child's needs and interests with the staff in the next room to enable children to settle quickly. Children are extremely well

prepared for transition to school as they are able to move from the safety of the nursery into the main nursery school room as they wish.

Children are able to easily access and explore a wide range of high quality and stimulating resources, which support their all-round development. These are exceptionally well presented. The staff put in a great deal of effort to make the environment exciting and enticing for children; for example, children have a wonderful time exploring the Halloween activities. The outdoor area provides opportunities for fresh air and exercise. Children enjoy going outside, as they access a wealth of outdoor learning activities. They particularly enjoy riding on the bikes and scooters skilfully negotiating around the paved areas.

Children are developing a deep understanding of how to keep healthy, fully understanding the importance of washing hands before eating. Staff sit with children whilst they eat meals which are served to them in a wonderful family environment. They make excellent use of this time to talk about foods which are good for us. Staff have an excellent knowledge and understanding of how to manage children's behaviour. Their calm, quiet consistent approach results in children behaving exceptionally well.

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

Leaders, managers and practitioners have an exceptional understanding of their responsibilities in meeting the learning and development requirements within the Early Years Foundation Stage. They are highly focused on the importance of assessing the planning and delivery of the educational programmes provided for each child. In addition, they constantly and effectively monitor and revise their techniques in relation to children's progress and seek timely interventions where needed. As a result, they ensure that gaps are narrowing for both groups of children and those identified as being in need of additional support.

The clear and definitive policies and procedures in place support the smooth management of the nursery. Practitioners' skilful implementations ensure that all children are highly safeguarded, and robust recruitment and vetting systems ensure all people working with the children are suitable to do so. The valuable staff supervision and appraisal systems encourage continued professional development. This underpins the unquestionable motivation of the enthusiastic and much-appreciated staff team. They benefit from high levels of training, work shadowing and mentoring. The rigorous and effective systems for self-evaluation inform the nursery's priorities and are used to set challenging targets for improvement. They take time to collect views of parents and other professionals to enhance this process. This ongoing process of reflection is supported by focusing on new legislation and adapting practice accordingly.

The pursuit of excellence is demonstrated by an uncompromising and successful drive to

strongly improve the highest levels of achievement for all children, given their starting points. Staff develop close relationships with children's families and strong links with professionals from a range of different agencies and organisations. This ensures that children receive well-coordinated support, both during their time in the nursery and when moving on to school. Children with special educational needs and/or disabilities are fully involved as staff proactively seek advice and support. The setting welcomes regular visits from outside agencies to improve their knowledge and ability to ensure all children thrive in this adaptable environment.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY260693
<b>Local authority</b>	Sunderland
<b>Inspection number</b>	819797
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	72
<b>Number of children on roll</b>	72
<b>Name of provider</b>	The Governing Body of Pennywell Nursery School
<b>Date of previous inspection</b>	15/03/2007
<b>Telephone number</b>	0191 5536820

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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