

# Penn Kids Day Nursery

1 Woodfield Avenue, Penn, WOLVERHAMPTON, West Midlands, WV4 4AG

## Inspection date

29/11/2012

Previous inspection date

13/02/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Good quality planning, observation and assessment arrangements ensure all children, including babies, make good progress in relation to their starting points and capabilities.
- Experienced staff make creative use of resources and provide rich, varied and imaginative experiences, both indoors and outdoors, that help children make good progress across all areas of learning.
- All children are valued, content and comfortable within this inclusive environment. The extent to which children make a positive contribution and their personal, social and emotional development is fostered is a key strength of the setting.
- The well-embedded key person system results in highly positive relationships with parents and carers and effective strategies and interventions to support all children including those with special educational needs and/or disabilities.

### It is not yet outstanding because

- Children have few practical opportunities to consider concepts, such as weight, measures and capacity through using the sand and water and to engage in early scientific experiments to question why things happen.
- The role play area lacks challenge for the older and more able children in the two- to three-year-old room, to further develop their play and learning.

## 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 in all of the play rooms and the outside learning environment.
- The inspector held a meeting with the registered person and manager of the provision.
  - The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the feedback from parent's questionnaires and their written comments.

## Inspector

Parm Sansoyer

## Full Report

### Information about the setting

Penn Kids Day Nursery has been registered since 1997. It is privately owned and operates from a converted house in Penn, close to the city centre of Wolverhampton. Children are cared for across four base rooms laid out over two floors with stairs to the first floor.

There are fully enclosed outdoor play areas of which one is accessed via gated steps down from the rear door. There is a ramp to the front entrance of the premises. The nursery is open each weekday from 7.30am to 6pm, all year round, except a week at Christmas.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 40 children on roll in the early years age group. The setting also provides a before and after school facility for children up to the age of 11 years, during term time and all day for most of the main school holidays. The setting supports children with special educational needs and/or disabilities.

There are nine members of staff employed. Of these, one holds a qualification at level 6 in early years, five hold a qualification at level 3 in early years, three hold a qualification at level 2 in early years of whom two are working towards a qualification at level 3. The setting 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:**

- provide increased practical opportunities for children to consider concepts, such as weight, measures and capacity, and to take part in early scientific experiments to question why things happen
- extend further the role play area in the two- to three-year-old room to offer a more challenging range of resources and opportunities to further enhance children's play and learning.

### **Inspection judgements**

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

Teaching is rooted in secure knowledge of the learning and development requirements and a full understanding of how young children learn and progress. As a result, outcomes in children's achievement and well-being for all children are good. The environment both indoors and outdoors is managed well and outcomes are clearly attributed to the imaginative use of resources and the effective deployment of staff. Assessment through good quality observations is rigorous and the information gained, is used effectively to inform planning. Staff are well motivated and plan and provide a rich and stimulating environment with a good balance of child-initiated and adult-led activities.

Parents contribute to the initial assessment of children's starting points on entry and are kept well informed about their children's progress through six monthly progress meetings. In pre-school 'Something for the weekend' sheets inform parents and carers about what the children have been doing all week, what they will be doing in the coming week and ideas of how they can support their children's learning at home. Children with special educational needs and/or disabilities are well supported through the staff's effective liaison with parents and carers, other professionals and agencies. Although, currently, there are no children attending with English as an additional language staff place a good emphasis on valuing linguistic diversity, in particular for those who speak an additional home language.

Children's communication and language is supported very well because staff use positive teaching methods, such as giving clear explanations, asking challenging questions and introducing new ideas, concepts and vocabulary. Children benefit from time to develop spoken language and develop their listening skills through sharing conversations with adults who show a genuine interest in their play and interactions. Staff caring for babies make good eye contact and use their voice and touch to communicate with them. Consequently, babies enjoy being physically close to them. Daily singing sessions, actions songs, along with music and musical instruments, are used well to further promote children's language development.

In pre-school staff place a real emphasis on providing a good range of resources for children to build secure foundations for early literacy. Children thoroughly enjoy playing sound games and considering the initial sound of words which helps foster a fondness for rhyming. Many children know print carries meaning as they make sense of simple and familiar words and recognise their own and other's names during registration. Staff use books and stories well to reinforce learning and topics and, consequently, children develop a fondness for books. Staff provide a variety of opportunities for children to use crayons, chalk, paint and white boards to develop an interest in making marks both indoors and outdoors.

Children's understanding of the world is supported well to help them make sense of the environment. The garden area offers meaningful opportunities for children to explore and find out about plants and creatures in their natural habitat. For example, children show a keen interest in caring for the flowers and vegetables and discovering insects. Staff place a good emphasis on children observing changes in the natural environment. For example, staff respond well to the ice that has formed in the water tray, outdoors, and use it well as a learning experience for children.

Planned time for visits, such as to the local library, museum, Sikh temple and residential home for elderly people, offers good first hand experiences for children to learn about their diverse community. In addition, children gain an understanding of diversity through themed activities and a varied range of resources, such as books, dolls, small world people and dressing-up clothes.

Younger children and babies have good opportunities to explore and find out how things work as they use a varied range of programmable toys and resources with knobs, flaps, keys, shutters and mirrors. Staff in pre-school use light boxes and torches well to provide

meaningful opportunities for children to consider light, shadow, reflection, colour and shape. Children's mathematical learning is fostered well and children show a keen interest in shape, pattern, size and numbers during their play. In addition, staff plan regular opportunities for children to measure and weigh, such as during baking activities and using pretend snakes of various sizes to measure each other and the length of the room. Children daily use the sand and water to play creatively. Although, they have few opportunities to freely consider concepts, such as weight, measures and capacity and to engage in early scientific experiments, such as floating and sinking, to further question why things happen.

A good selection of arts and crafts materials, including paint, is made readily available for children to use at their own leisure. All children, including babies, respond well to what they hear, see, smell and touch, such as when they use dough, ice cubes, shredded paper, pasta, lentils, foam and corn flour mixed with water. The role play areas are enjoyed by the children. However, role play area in the two- to three-year-old room does not fully enough offer an extended range of resources and experiences, such as incorporating opportunities for making marks and an extended range of everyday objects to further extend children's learning and play.

Children after school have use of a separate room and the pre-school unit, which includes the library room with computers, the pre-school classroom and creative area. Consequently, children freely explore and discover at their own leisure and engage in a broad range of creative activities and interesting experiences, which complements their school day well.

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

Children's personal, social and emotional development is supported very well. A well-embedded key person system means adults know the children well and help all children feel fully included and valued. Babies form close attachments with their key person and familiar staff and show a real sense of belonging, feel safe and have a sense of trust. Creative strategies are used well to encourage pre-school children to contribute their ideas to the planning of activities and to choose and decision make. Behaviour is good as the pre-school children actively take part in creating the rules of acceptable behaviour, and therefore, respond well to gentle reminders of how to care for each other and the environment. All staff create a calm environment and have a sensitive approach, which means children learn right from wrong in a nurturing environment.

Staff ensure they tailor their care according to the needs of the children and place an emphasis on getting to know their likes and dislikes well. Secure systems help staff to build effectively on children's achievements in learning. Consequently, children are fully involved, busy and occupied with the interesting range of opportunities on offer to them, within this stimulating environment.

Staff place a good emphasis on children learning how to stay safe. For example, staff set, explain and maintain clear, reasonable consistent limits so that children can feel safe and secure in their play. In addition, themed topics, such as 'People who help us' and visits from the fire brigade and police, reinforce the importance of staying safe. Staff organise the daily routine well to ensure all children, including babies, benefit from access to fresh air and the outdoor environment to be active and physical. For example, babies have use of a separate garden area where they can freely and safely explore their environment. Good effective hand washing routines and the use of protective clothing when changing nappies prevents the spread of infection. Children are provided with breakfast, lunch, tea and snacks which are freshly prepared on site and are healthy, balanced and nutritious.

Staff work extremely well as a team in sharing information about the children's care needs and education. Therefore, children are well-prepared for transition within the setting. Staff place a good emphasis on working with other settings that the children may attend or transfer to. For example, there are strong links with the main local feeder school and links with schools continue to develop for children who attend the out of school club on site.

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

The leadership and management are well motivated and they have a secure understanding of the learning and development and safeguarding and welfare requirements. They are successful in inspiring the staff team to work towards meeting and sustaining targets. Consequently, significant progress has been made since the last inspection. For example, the refurbishment of the premises, improvements to the outdoor play areas and the increased range of resources have resulted in the creation of additional and attractive play spaces for children. High expectations and good standards are embedded across all areas of practice with clear and achievable plans which are accurate, realistic and challenging.

The good day-to-day management of the setting and the effective use of professional supervision, coaching and training results in an effective team who are enthusiastic about the children's care and learning. Leaders and managers have a good overview of the educational programme and ensure an inviting, well-equipped environment and positive teaching methods contribute well to children making good progress in their learning and development.

There are clearly written policies, strategies and procedures in place to ensure the safeguarding and welfare of children. All staff know and understand clearly their roles and responsibilities in relation to safeguarding children. There are effective vetting procedures in place to ensure adults caring for children, or having unsupervised access to them, are suitable to do so. All the required records, policies and procedures, including risk assessments, are in place and up-to-date.

Parental and carers satisfaction surveys and the 'Parents Comments Book' clearly indicate

that they are very satisfied with the service provided. The setting regularly seeks parents and carers views and ensures that these are used to shape the service offered. A detailed handbook and well-used notice boards and informative newsletters ensure parents are well informed about the setting and its educational curriculum. There are effective arrangements in place for the sharing of information with other providers, schools and other professionals to identify all children's needs and help them make progress.

### 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>	224855
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	818269
<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>	66
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Exsal Limited
<b>Date of previous inspection</b>	13/02/2009
<b>Telephone number</b>	01902 334864

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

