

Penguin Day Care Nursery

28 Newland Park, Hull, North Humberside, HU5 2DW

Inspection date

10/11/2014

Previous inspection date

07/11/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- The quality of teaching across the nursery is consistently good. As a result, all children are motivated to learn and make good progress in their development.
- Children have daily access to a large well-resourced outdoor play area. Consequently, children benefit from lots of fresh air and exercise, which plays a key part in keeping them healthy.
- Staff are caring and sensitively support children's moves into the nursery. As a result, children settle well, which effectively promotes their emotional well-being.
- Partnerships with parents are good. This promotes effective sharing of information, which fully benefits children's ongoing care and learning.
- The nursery is led and managed very well and all members of the team are committed to safeguarding children and to improving the service. This means children are fully protected and the outcomes for their care and learning are continually enhanced.

It is not yet outstanding because

- Staff do not always make best use of number displays, to further support very young children's mathematical development.
- The organisation of lunch time is not always effective in supporting all children to benefit fully from the social aspect of this routine activity.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 had a tour of the premises and observed children in the playrooms and the outdoor area.
- The inspector met with the registered person and the manager, she spoke with staff and children at appropriate times during the inspection.
- The inspector checked evidence of the suitability and the qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at a selection of children's records, planning documents and policies.
- The inspector undertook a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Diane Turner

Full report

Information about the setting

Penguin Day Care Nursery registered in 1999 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and managed and operates from an ex-residential property in Hull. Children are cared for in seven rooms over two floors and there is an enclosed outdoor play area to the rear of the premises. The first floor is accessed by stairs. A rabbit is kept as a pet. The nursery employs 23 members of childcare staff, of whom 10 hold appropriate early years qualifications at level 3, one at level 6, five at level 4, four at level 2, and one has Early Years Professional Status and two have Qualified Teacher Status. A gardener, a caretaker, a chef, a lunch time assistant and an accounts manager are also employed. Opening hours are from 8am until 6pm, Monday to Friday all year round, with the exception of all bank holidays and one week at Christmas. There are currently 88 children on roll, 69 of whom are in the early years age group and attend for a variety of sessions. The nursery receives support from the local authority and is a member of the Pre-school Learning Alliance and the National Day Nurseries Association. It provides funded early education for two-, three- and four-year-old children and supports children with special educational needs and/or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

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

- maximise the opportunities for very young children to see printed numbers easily in their environment by, for example, displaying these at their height, to further support them in developing their early mathematical skills
- strengthen the organisation of lunch time, for example, by staff sitting at tables and engaging with children who have finished eating, so those who eat more slowly are not unduly disturbed and continue to benefit fully from the social experience of the activity.

Inspection judgements

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

The quality of teaching is consistently good across the nursery. Children are supported well by enthusiastic staff who are confident in their knowledge of how children of different ages and abilities learn and develop. Staff plan a good range of activities across all areas of learning that are sharply focused on supporting children's interests and individual learning needs. This includes working closely with any outside agencies that are involved in the care of children with special educational needs and/or disabilities. As a result, all children make good progress and acquire the necessary skills in readiness for their future

learning and school. For example, staff skilfully support children's development in communication and language by initiating conversation with them during activities, and they make good use of open-ended questions to encourage older children to think and respond. Staff caring for very young children provide activities, such as blowing bubbles, which they encourage children to catch, emphasising the word 'pop' as the bubbles burst. This successfully teaches children to begin to make connections between actions and words.

Staff provide a stimulating and well-organised learning environment for children. Toys are presented at children's height in all areas, which means children can make choices in their play and shape their own learning. For example, babies can easily reach interactive toys, which they use to make various sounds, while older children play independently and imaginatively with play figures and a dolls house. Staff make good use of counting as they engage with children, such as initiating games that involve children making and counting a number of footsteps, before being chased by a pretend wolf. This teaches children how counting can be used for a purpose in an exciting way. Words and numbers are displayed throughout the nursery to show children how these are used in context and for a purpose. For example, older children use their name card to self-register on arrival. However, in areas used by toddlers, printed numbers are not displayed at children's height, which makes it difficult for them to see these and for staff to use the resource with children to support their learning. This means that the best use is not made of all opportunities to support very young children's early development in mathematics.

Staff caring for very young children provide good opportunities for them to learn through tactile experiences. For example, staff encourage children to make marks and patterns using shaving foam on a table top. This encourages children to learn through using their senses and by making repeated movements, which supports their physical development and early writing skills. Staff make good use of every learning opportunity that arises. For example, staff encourage older children to turn logs over in the outdoor area to see what creatures are under these. This raises children's curiosity and they delight in discovering a number of worms. Consequently, children learn about nature and living things, which successfully promotes their understanding of the world. Staff give children time to develop their own ideas and know when to join in to extend their learning. For example, after children create their own mask, staff encourage them to talk about what emotions these depict. Staff complete a progress file for each child and children's development is discussed with parents on an ongoing basis and more formally at parent evenings throughout the year. Parents have good opportunities to be involved in their children's learning in the nursery, which promotes a shared approach to supporting children to make good progress. For example, parents are invited to stay and join in with activities that children are involved in and can borrow books from the nursery's library to share at home.

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

Staff give high priority to supporting children's emotional well-being. Settling-in visits are offered before the placement begins, which enable children to gradually become familiar with their new environment. Parents are welcome to stay as long as they want during this time, which provides reassurance for them too. The nursery has effective key-person

arrangements. Key-persons get to know children well and this helps children to form close bonds with them, which means children settle well. All staff are caring and kind and children show they feel safe and secure in their care. For example, children happily interact with staff, approach them with ease and are keen to share their achievements with them. Children who speak English as an additional language are included fully in the nursery. For example, staff learn and use key words in children's first language and use gestures and visual prompts to aid communication. This means children are supported fully in making their needs known.

Children's behaviour is managed positively overall. Staff provide children with gentle reminders to play fairly with the toys and to share and take turns. They encourage older children to discuss how they are feeling each day and why, which effectively supports children to understand their emotions. Staff acknowledge children's efforts with lots of encouragement and praise, which means children feel good about themselves, as a result, they gain high levels of self-esteem. Older children have opportunities to develop their independence at lunch time as staff encourage them to clear away their crockery and cutlery at the end of the meal. This teaches children to become self-reliant and prepares them for similar experiences they will encounter when they move onto school. However, on some occasions the organisation of lunch time is not fully effective, which means that the pleasant social experience created at the beginning of the activity is not sustained for all children. For example, when older children sit at one large table, staff do not always encourage those who have finished eating to wait patiently and not disturb those children who eat more slowly, while they finish their meal.

Children's good health is promoted very successfully. For example, the majority of staff are trained first aiders, which means any accidents and injuries children sustain can be dealt with promptly and efficiently. Children are provided with a healthy diet, including a cooked lunch, which means they are well-nourished. Staff encourage children to have a positive attitude towards healthy eating as they praise them for eating up their food. Staff encourage children of all ages to wash their hands before meal times and ensure older children to clean their teeth after lunch, which supports children to develop good self-care skills. Children have daily access to the large exciting outdoor area. This means children benefit from lots of fresh air and physical exercise, which contributes significantly to keeping them fit and supporting them to make good progress in their physical development. Children really relish the time they spend outdoors. For example, children delight in raking up fallen leaves and transporting them in a wheelbarrow to make a pretend bonfire. They test their skills as they use the climbing frame and run up and down a grassy mound. Children are supported well by staff in learning about personal safety and how to manage risks. For example, staff remind children to be careful when carrying large sticks, so they do not injure others. They also skilfully link safety issues to children's imaginative play, such as reminding children to be careful and not burn themselves on their pretend bonfire.

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

The manager acts very competently as a leader, mentor and motivator for the staff team and receives good support from the nursery owner in fulfilling this role. This means staff have confidence in the management team. Thorough recruitment and vetting procedures are carried out for new staff to determine their suitability and induction arrangements for both staff and students are very effective. Consequently, staff work cohesively to meet all the safeguarding and welfare requirements of the Early Years Foundation Stage. Through attending training, staff have a good understanding of their responsibility in terms of child protection issues. For example, they know to whom they should refer any concerns about a child's welfare or the practice of a colleague or a member of the management team. Staff work very well together as a team. They supervise children well at all times and provide a safe and secure environment for them to play and learn. For example, entry to the nursery is via a finger-print recognition system for parents and staff, and the identity of any visitors is checked and a record kept. This ensures that there is no unauthorised access to children.

The staff team is well qualified and good arrangements are in place for monitoring and supporting their continuous professional development. For example, the manager carries out regular supervision sessions with all members of the team, which provides ongoing opportunities for staff to discuss any further training needs they may have. Any additional training staff attend is cascaded to their colleagues at whole team meetings, which means aspects of current good practice are shared successfully. An effective shared approach is promoted to monitoring children's developmental progress. Key-persons keep detailed records of children's development and use these to identify and plan for the next steps in children's learning. They also maintain an overall tracking sheet of each child's progress in all areas. These records are regularly checked by the owner and manager who use further tracking arrangements, to identify where there may be gaps in areas of children's learning and what action needs to be taken by staff to address these. Consequently, children are supported effectively in reaching their full potential.

Good arrangements are in place for monitoring and evaluating the quality of the service. For example, the staff team, parents and children are asked to share their thoughts and views about the nursery, which enables management to draw up a self-evaluation document that clearly reflects the strengths of the service. The recommendations for improvement raised at the last inspection have been addressed successfully and clear plans are in place to show how the service will be taken forward, to further enhance the good quality provision. High priority is given to working in partnership with parents and to fully involve them in the life of the nursery. Information parents receive keeps them fully informed about the service. This includes a comprehensive prospectus and a web site. Information about how children have spent their day is passed on verbally and in writing for very young children. Parents are asked to keep staff informed of their children's changing care needs and they are regularly invited to social events at the nursery, which provides good opportunities for them to get to know one another. Comments made by parents during the inspection show they are very happy with the service provided. For example, parents state that they find all staff very approachable and know that their children are safe and looked after well. The nursery has good links with other early years settings children also attend and those they move on to, such as the local schools. This promotes good, ongoing communication about children's care and learning and successfully supports their moves between provisions.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

Unique reference number	509979
Local authority	Kingston upon Hull
Inspection number	869394
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	86
Number of children on roll	88
Name of provider	Penguin UK Ltd Nursery
Date of previous inspection	07/11/2011
Telephone number	01482 440500

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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, which are usually the childminder's 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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