

Penguin Pre-School

Newtown Methodist Church, Caister Road, Great Yarmouth, Norfolk, NR30 4DB



Inspection date

25 March 2015

Previous inspection date

22 September 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Partnerships with parents and other professionals are strong. There is a consistent approach to supporting children with special educational needs and/or disabilities. As a result, all children are offered the opportunities to reach their full potential.
- Children are independent, motivated and eager to learn. They make good progress with their learning and development because they are supported well by skilled and knowledgeable staff.
- Children and their families are enthusiastically welcomed into this warm and friendly pre-school. This supports children's sense of belonging.
- Parents state that their child's learning and development is well supported and they are kept well informed about their child's progress.
- The manager evaluates her practice carefully, taking into account the views of parents and staff to promote ongoing improvements.
- Staff use different sounds to let children know when changes occur throughout the day. This helps children cope with change more comfortably.

It is not yet outstanding because:

- Staff do not always give children sufficient time to answer, or to think through the response to good questions that are asked.
- During some large group activities, the individual needs of children are less well catered for. This affects their ability to concentrate and join in, lessening their otherwise good progress.

What the setting needs to do to improve further

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

- maximise opportunities for children to think about questions asked in order to strengthen their already good critical thinking skills, for example, by giving children more time to process their thoughts before replying
- consider the organisation of large group activities to ensure that all children's individual needs are consistently met.

Inspection activities

- The inspector had a tour of the pre-school and held discussions with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector observed adult-led and free-play activities taking place in the playrooms and outside area.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the pre-school's improvement plan.

Inspector

Hayley Ruane

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The quality of teaching and learning is consistently good. As a result, all children are supported to make good progress. Staff offer a range of opportunities to support children's learning and help them to reach their full potential. For example, older children count the number of children in the group. Staff support children's counting skills by suggesting the number that comes next. However, during some activities, staff do not give children sufficient time to answer questions asked of them, in order to develop children's already good critical thinking skills. Younger children are provided with opportunities to develop their understanding of texture and use their hands in foam. Children enjoy listening to stories and join in with the actions, which helps prepare them for their next steps in learning. However, in large group activities children lose concentration and are not sufficiently challenged because these times do not take account of the differing ages and stages of development of the children. Parents contribute to initial assessment of children's starting points on entry and they are kept well informed about their progress through daily discussions with staff.

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

Children's emerging understanding of a healthy lifestyle is encouraged because they receive healthy and nutritious snacks. Children butter their own crackers and choose their fruit to support their growing independence. They benefit from daily outdoor activities, where they develop their physical skills and learn about the natural world by growing vegetables. Children's self-esteem and motivation is promoted well because staff give children precise praise for their efforts and achievements. Effective partnerships with the local schools ensure children are supported emotionally in their move to school. Teachers visit the pre-school and talk to the children. Staff exchange information about children's learning and individual needs. Children are confident and independent learners who form strong bonds with staff and develop positive self-esteem.

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

Staff have a secure knowledge of the learning and development requirements. They know how to keep children safe and ensure risks are regularly reviewed. There are effective safeguarding arrangements in place. Staff can identify the signs and symptoms of abuse. In addition, staff understand the procedures to follow if they have concerns about a staff member. The pre-school is well organised and staff work very well together to provide a very happy environment for children. All staff have early years qualifications and this has a positive impact on children's learning and development. At supervision meetings staff are encouraged to attend training to improve their skills to meet the needs of children. This means that their knowledge and skills are kept up to date. Educational programmes are monitored through the use of tracking documents. Any gaps in the provision are quickly identified and action is taken.

Setting details

Unique reference number	254221
Local authority	Norfolk
Inspection number	866850
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	36
Number of children on roll	53
Name of provider	Penguin Pre-School Committee
Date of previous inspection	22 September 2011
Telephone number	01493 851101

Penguin Pre-school was registered in 1993. The pre-school employs 14 members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, nine at level 3 and four at level 2. The pre-school opens from Monday to Friday during term time. Sessions are from 8.30am until 4pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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