

The Little Penguins Day Nursery

53 Kingsway South, Warrington, WA4 1LQ



Inspection date

21 April 2015

Previous inspection date

28 April 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- The quality of teaching is good. All children, including those who have English as an additional language, make good progress from their accurate starting points.
- Children have formed close attachments to the staff, as a result of very good settling-in procedures. Children are happy, settle quickly and are confident, which prepares them well for the next stage in learning.
- Partnerships with parents are strong and effective, which enables parents to feel well informed and valued. This means practitioners know children and their families very well and can provide care and learning that is tailored to their individual needs.
- Staff have good understanding of their responsibilities and the procedures for protecting and keeping children safe. They implement robust safeguarding and child protection procedures which help ensure that children are kept safe.
- The manager and her team have a strong commitment to continuous improvement. Systems have been implemented to audit and reflect on the quality of the provision and ensure priorities for improvement are identified and acted on in a timely manner.

It is not yet outstanding because:

- The programme of professional development is not yet sharply focused and targeted to ensure that all staff are reflecting on their practice to enhance teaching to the highest level.
- Occasionally, staff in the pre-school room do not always hold children's interest and engagement during planned group activities.

What the setting needs to do to improve further

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

- enhance the effectiveness of the monitoring of staff performance even further, by providing opportunities during supervision meetings for staff to reflect on and evaluate the impact that their practice has on the outcomes for children
- review the organisation and planning of large group activities in the pre-school room, in order to fully engage children for the duration of the activity, so they are keen and motivated to learn.

Inspection activities

- The inspector looked at children's assessment records and planning documentation.
- The inspector spoke to both children and staff and observed play and learning activities both indoors and outdoors.
- The inspector took into account the views of parents spoken to on the day.
- The inspector carried out a joint observation with the manager.
- The inspector carried out a meeting with the manager and checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector carried out a tour of the premises.

Inspector

Alison Regan

Inspection findings

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

Children make good progress in their learning because staff are knowledgeable and have a good understanding of how to meet the requirements of the Early Years Foundation Stage. Staff are enthusiastic as they interact with the children during spontaneous activities, which ensures children are challenged effectively. For example, pre-school children enjoy solving problems in the outdoor area as they work out how much water they will need to make the letters float along the plastic gutters. However, this is not always the case during planned activities. This is because sometimes children are not fully engaged in planned activities. Staff are not always able to challenge the children, as planned activities are carried out in large groups. Staff make detailed observations of children's progress and use this information to plan purposeful activities to support children's individual next steps in their learning, according to their differing abilities. For example, babies enjoy exploring a variety of materials to promote their sensory experiences, while toddlers enjoy listening to short stories taking part in singing action rhymes. Parents are fully involved in their children's learning. Staff share children's progress with parents on a regular basis so that learning can be supported at home.

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

The key-person system is highly effective in securing strong bonds with children and their families. As a result, children are happy and feel safe and secure in this safe environment. This promotes their emotional well-being. They learn to share, take turns and are developing good social skills. Praise is used well to motivate children. This boosts their self-esteem. As a result, children are developing in confidence. Children have access to outdoors, which provides good opportunities for daily physical activity. Their independence is well promoted as they freely access resources within the environment. Children enjoy healthy snacks and meals, which contribute positively to their good health. Children follow good hygiene routines and manage their personal care needs well. They understand that they need to wash their hands at key times throughout the day.

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

The manager and staff fully understand the requirements of the Early Years Foundation Stage. The manager rigorously monitors children's progress and meets with staff to ensure that all children continue to make good progress. The manager carries out thorough recruitment and induction procedures, which ensure adults working with children are suitable. The manager and staff are fully committed to professional development. All staff hold relevant qualifications which positively impacts on the quality of the setting. Staff carry out observations of practice and the manager holds regular supervision meetings with all staff. However, during supervision meetings, managers do not always encourage staff to reflect fully on improvements identified during observations, to enhance the quality of teaching even further. Parents speak highly of the setting and are kept very well informed through newsletters and a daily dialogue with the key person.

Setting details

Unique reference number	EY438504
Local authority	Warrington
Inspection number	1010980
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	41
Number of children on roll	62
Name of provider	Sarah Jayne De Groot-Buckley
Date of previous inspection	28 April 2014
Telephone number	07743889282

The Little Penguins Day Nursery was registered in 2012. The nursery employs 12 members of childcare staff. Of these, nine hold appropriate early years qualifications at level three and two staff are qualified teachers. The manager has a BA Honours in Early Childhood Studies. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery 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.

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