

Pennymoor Pre-School Nursery

Community Centre, 26 Pennymoor Road, Wilnecote, Tamworth, Staffordshire, B77 4LG



Inspection date	15 December 2015
Previous inspection date	8 November 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children make good progress. Staff provide very well-planned, interesting activities and learning opportunities. Resources are of good quality and easily accessible. The room is thoughtfully planned each day to support individual children's learning. Children are challenged and stimulated very well by staff. They are well prepared for the next stage in their learning and for school.
- Staff engage children effectively and challenge their thinking well. They use children's particular interests to extend their learning. There are very good partnerships with parents. Staff involve them in children's learning and support them to continue this at home. Parents are well informed about their children's progress.
- Children enjoy the time they spend in this very happy and welcoming environment. They build very good relationships with staff. Children's health and well-being are given high priority. They enjoy healthy snacks and develop good social skills as they play. Children's behaviour is excellent and they form close friendships.
- Staff work as a strong team. Ongoing professional development is well planned and staff share their knowledge with each other. There is a strong drive for continuous improvement. There are effective partnerships with other early years providers with whom staff share ideas and best practice.

It is not yet outstanding because:

- The monitoring of staff performance is not focused sharply enough. Opportunities to develop good teaching practice even further are not always identified and accessed.

What the setting needs to do to improve further

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

- develop a more focused approach to staff supervision sessions and raise expectations about the delivery of high-quality teaching, to achieve excellent outcomes for children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school nursery manager.
- The inspector held a meeting with the pre-school nursery manager and deputy manager. She looked at relevant documentation, such as the pre-school nursery's self-evaluation and evidence of the suitability of staff working in the pre-school nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Catherine Sharkey

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand and implement comprehensive safeguarding policies and procedures. The premises are secure and children are well protected. The management team has worked closely with staff and the local authority to make many improvements since the last inspection. Staff work very effectively together to evaluate the provision and focus on areas for improvement. A clear action plan prioritises improvements to be made and shows a clear vision for the future. Staff are very dedicated and provide a safe and stimulating learning environment for children. They contact the other settings that children attend so that their learning is complemented and their well-being is protected.

Quality of teaching, learning and assessment is good

Since the last inspection, children have been split into older and younger age groups for part of the session. This helps staff to plan activities which focus on individual children's next steps in learning. Staff build on children's learning from clear starting points and assess their progress regularly. Children are interested and engaged by the activities provided. Staff interact well with children and develop their communication skills effectively. Two-year-old children enjoy exploring the texture of shaving foam. They count and identify the colours of pipe cleaners and straws in the foam. Staff help children to develop their small-muscle skills by using large plastic tweezers to pick up objects. Three-year-old children match picture cards successfully and concentrate very well on the game. Staff encourage children to think about the pictures they match and to talk about them. Four-year-old children are eager to tell staff what they would like for Christmas. They talk about their experiences and their families and are confident to speak in front of a group. Staff help children to match pictures of rhyming words on the computer and develop children's use of technology well.

Personal development, behaviour and welfare are good

Staff provide excellent support for children and their families. This helps children to feel secure in order to learn and develop successfully. Staff and parents work closely together to provide consistency in children's care. Good manners and kindness are promoted very well. Children gain confidence and positive self-esteem through praise and encouragement from staff. Staff teach children to have respect for each other's views and cultures and to gain independence in their self-care. Staff turn snack time and other routines into valuable learning experiences. They ask children to make sure there are enough plates and cups for everyone. Staff prepare children very well emotionally for their move on to school.

Outcomes for children are good

All children, including those who receive funded education, make good progress from their starting points. They are taught valuable social skills and are well prepared for school. Children develop early literacy and mathematical skills in preparation for their future learning.

Setting details

Unique reference number	218200
Local authority	Staffordshire
Inspection number	1028130
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	30
Number of children on roll	26
Name of provider	Pennymoor Pre-School Nursery Committee
Date of previous inspection	8 November 2012
Telephone number	01827 893078

Pennymoor Pre-School Nursery was registered in 1981 and is run by a voluntary committee for a registered charity. The pre-school nursery employs seven members of childcare staff, all of whom hold appropriate early years qualifications at levels 3 to 5. The pre-school nursery opens from Monday to Friday during term time only. Sessions are from 9am until 12.30pm and from 12.45pm until 3.45pm. The pre-school nursery provides funded early education for two-, three- and four-year-old children.

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