

# Poulton Penguins Nursery

Poulton Lancelyn Primary School, Venables Drive, Wirral, Merseyside, CH63 9LY



## Inspection date

27 January 2016

Previous inspection date

10 February 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The manager successfully conveys her vision to the whole staff team. In doing so, the staff demonstrate a passion for working with young children. They superbly support children to become confident and exploratory learners.
- Staff are well qualified and teaching is imaginative and exciting. They are extremely adept at using natural events to help extend children's learning and promote their thinking skills. Older children are encouraged to explore wind direction as they hold ribbons aloft. Toddlers delight in pulling home-made kites behind them, excitedly watching how the blustery conditions make them move.
- Partnerships with parents and other professionals are highly effective. Parents are kept well informed regarding their children's progress. Staff take swift action to engage other professionals and work very closely with them. They apply any guidance effectively so that children's unique needs are precisely targeted to help children make the best progress possible.
- Staff are highly skilled at helping children to settle into the nursery. Their high expectations and gentle support help children to gain a strong base for developing their independence. Children quickly develop confidence to attend to their own needs.
- Staff manage the children's behaviour very well and give good consideration to the children's stage of development and maturity. They are polite and respectful role models. Good explanations about where to place wellington boots help children understand ways to keep themselves and others safe.
- The manager involves herself in many local pilot projects and networks. The good practice gained from such events is one of the ways the programme for continuous professional development is implemented, in order to maintain and develop the high standards of care, teaching and learning.

## What the setting needs to do to improve further

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

- support staff to provide even more opportunities to help children widen their knowledge and understanding of their immediate and wider communities.

### Inspection activities

- The inspector viewed activities in the two playrooms and the outdoor play area. He observed teaching and interactions between the staff and children.
- The inspector spoke with members of staff and children at appropriate times during the inspection. He also took account of the views of parents spoken to on the day.
- The inspector held meetings with the manager and deputy manager. He also discussed the self-evaluation arrangements and plans for future improvement.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's registration records and planning documentation. He checked the evidence of the qualifications and the suitability of staff working in the setting, and also looked at a range of other documentation.
- The inspector checked the arrangements for first-aid trained staff and their deployment.

### Inspector

Frank Kelly

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. The manager has a robust understanding of her responsibility for reporting any concerns. She ensures staff training is complemented by regular refresher sessions, so that staff retain an up-to-date understanding of how to safeguard children. The premises are well maintained and children are robustly supervised. There are very good links with the host school and other settings to prepare children as they move on to school. The management team robustly tracks the progress of each child. They take swift action to ensure that early intervention is put into place to help close any gaps and to ensure the more-able children are fully challenged.

### Quality of teaching, learning and assessment is outstanding

Robust planning and assessment provide a very secure framework so that that each child's unique needs and next steps for learning are known and planned for. Staff are well qualified and teaching is imaginative and fun. Equipment is inviting and staff are extremely responsive to the children's emerging interests. Toddlers delight in listening to a story. Their interest is greatly sustained as staff provide a box for them to sit in and a sieve to place on their head, like the characters of the story. This helps to develop their social skills, concentration and vocabulary. Older children follow instructions well. They are very confident to join in group activities and some make up their own number rhyme songs about a bee. When children sing happy birthday to their friend, staff record it and children delight in listening to themselves. Mathematical development is subtly reinforced in imaginative and appealing ways, for example, supporting toddlers to use the remote control bugs and to count. Older children match the number of pine cones into numbered cups and create number lines with the numerals they find hidden in the glittery oats. During imaginative play, children are supported to share their ideas, and they are encouraged to make marks and write. Their writing is evident in the many labels displayed throughout the nursery.

### Personal development, behaviour and welfare are outstanding

An excellent staggered starting programme and staff who are in tune with and sensitive to children's needs help children to settle quickly. They are soon eager and drawn into learning situations that excite and stimulate them. For example, with support, younger children use the photocopier to record their work and operate the water cooler to get a drink. Older children take pictures of their models with the camera and seek envelopes to fit their work in. Parents visit and make a dual-language book with their children, which helps children learn about each other's families. However, staff sometimes overlook the chances to enhance further the way they support children to explore and learn more about their local community.

### Outcomes for children are outstanding

Children of all ages show superb levels of engagement in their learning. All children, including disabled children and those with special educational needs, make rapid progress and become resourceful learners who are prepared well for their next stages.

## Setting details

<b>Unique reference number</b>	EY313682
<b>Local authority</b>	Wirral
<b>Inspection number</b>	849017
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	85
<b>Name of provider</b>	Penguins Nurseries Limited
<b>Date of previous inspection</b>	10 February 2009
<b>Telephone number</b>	0151 343 1117

Poulton Penguins Nursery was registered in 2005. The nursery employs 15 members of childcare staff. Of these, two have Early Years Practitioner status and 11 hold appropriate early years qualifications at level 2, 3 or 6. The nursery opens Monday to Friday during term time only. Sessions are from 8.45am until 3.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). 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).

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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

