

# Pen Green Centre For Children And Families

Pen Green Lane, Corby, Northamptonshire, NN17 1BJ



<b>Inspection date</b>	29 January 2016
Previous inspection date	4 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

- Teaching is exemplary. Staff plan a rich, varied and imaginative range of learning opportunities that takes account of children's interests, future learning needs and information gathered from parents. Children are excited, highly motivated to learn and settle quickly into an extensive variety of high-quality learning opportunities.
- Staff build excellent relationships with parents from the start, gathering comprehensive information about their child and using it to provide a rich and varied curriculum. Staff highly value the views of the children and parents, and provide an environment that empowers and engages them.
- Staff value and respect differences and seek to ensure that people from all cultural backgrounds feel included and valued within the centre. Children see positive images of themselves and their families and they delight in telling staff about the adventures they have with their parents and extended family members.
- Staff work cohesively with parents and other early years professionals that share the care of children. This ensures that their individual needs are quickly and clearly identified, and targets agreed to maximise their learning opportunities.
- Staff have an excellent understanding of safeguarding children and are secure in their knowledge of the procedure for monitoring and reporting concerns. They take highly effective steps to ensure all areas of the centre are suitable and children remain safe.
- Children's emotional well-being is exceptionally well fostered. Staff, parents and teaching staff from local schools work in partnership so children are fully prepared and relaxed about the transition to school. The extensive range of activities and experiences provided supports children to become confident, independent young people.

## What the setting needs to do to improve further

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

- enhance the already exceptional partnership working with parents, building on their understanding of early mathematics and ensuring all nursery staff confidently support parents to extend their child's understanding of mathematical concepts in the home.

### 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 observed an activity and discussed teaching methods with the manager.
- The inspector held a meeting with the nursery managers and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the centre.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

### Inspector

Tracey Boland

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

The leadership and management of the setting are exemplary. The drive and motivation to continually enhance and maintain the highest levels of achievements for all children are exceptional. The service is based on an extensive and effective self-evaluation process and the involvement of parents and carers. Through this, managers and staff have identified the value of supporting parents and sharing ideas of ways to extend their child's understanding of mathematics within the home. Managers monitor the educational programme. This results in staff planning an extensive variety of learning experiences and opportunities that prepares children exceptionally well for the next stage in their learning. Partnership working is the ethos of the provision, leading to continued improvement in outcomes for children and their families. Arrangements for safeguarding are effective. Staff are vigilant to the safety and welfare of all children and their families.

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

Staff have the highest aspirations for all children and each child is valued for their uniqueness and what that brings to the setting. Teaching is inspirational. Activities and resources capture children's interest, motivate and challenge them. Staff build on the outstanding relationships with parents and support them to develop their own skills to continue their child's learning at home. Children's language and communication skills flourish. Staff skilfully encourage and reinforce children's language development, asking questions and allowing time for children to think before they respond. Young children hear lots of repetition of words, enabling them to build on what they know. Children relish their time outdoors in this wonderland of experiences. They are highly active and use wheeled toys, and run, and climb and slide using a wide variety of equipment. Children learn about their community. They delight in spending time in the viewing tower, watching the wildlife and watching how the wind blows the top of the trees. Some children can even show staff and their friends which house their grandparents live in.

### **Personal development, behaviour and welfare are outstanding**

Children are motivated and show interest and curiosity in the wealth of activities and learning opportunities available to them. Children are supported superbly as they begin to understand their own feelings and behaviours. Staff support children's understanding of how they are feeling and model appropriate ways of interacting and talking to their friends. Staff have an excellent understanding of the need to treat others with respect, feel valued and to have a voice. Children's differences are celebrated and staff encourage and support children to use their home language in the setting. Children learn about their own safety. Staff place great importance on providing children with the knowledge and skills for protecting themselves and keeping safe.

### **Outcomes for children are outstanding**

All children are making the best possible progress given their starting points. The exceptional information gathered from parents ensures that staff identify and target each child's needs. Children are supported excellently through transitions, especially as they move on to school.

## Setting details

<b>Unique reference number</b>	EY356011
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	849523
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	158
<b>Number of children on roll</b>	379
<b>Name of provider</b>	Pen Green Centre For Children & Families Governing Body
<b>Date of previous inspection</b>	4 February 2009
<b>Telephone number</b>	01536 400 068

Pen Green Centre For Children And Families was registered in 2008. The centre employs 68 members of childcare staff, all of whom hold early years qualifications from level 3 up to Specialised Teacher Status. The centre opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The centre provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs, and those who speak English as an additional language.

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