

# Pennypot Day Nursery

Pennypot Lane, Chobham, Surrey, GU24 8DH



## Inspection date

31 March 2016

Previous inspection date

7 March 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Teaching is not consistently strong. It does not ensure that children of all ages make the progress they should at all times. Leaders do not use supervision and evaluation procedures well enough to identify, and take action to improve, weaker practice.
- Staff who work with babies and toddlers do not always use their knowledge of what children know and can do effectively to organise activities which maintain children's interest in purposeful play.
- Staff do not always adapt their teaching to match the communication and language skills of younger children. For example, children lose interest in stories because staff use complex vocabulary without sufficient explanation.
- Staff do not organise resources effectively to help children take responsibility for some aspects of their personal care. For example, children are not able to help themselves to tissues and have to wait for staff to attend to their needs.

### It has the following strengths

- Teaching of older children, including those with special educational needs, is well planned and helps them make progress that is at least good.
- Staff manage children's behaviour well. Children are sociable and kind towards each other. They value each other's differences and respect each other's individuality.
- Leaders and staff establish positive relationships with parents. Parents say they feel included and value the support and guidance offered to help their child settle.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

	<b>Due Date</b>
■ make effective use of supervision arrangements to identify and remedy gaps in staff teaching skills, with particular regard to the quality of interactions of staff working with younger children	01/05/2016
■ ensure staff working with younger children make effective use of information gained from observations and assessments to match activities to children's developmental stage consistently, particularly in relation to their language development.	01/05/2016

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

- review how staff help children learn how to take more responsibility for managing aspects of their personal care.

### Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors sampled a range of documentation, including attendance records, staff suitability checks, the self-evaluation, and children's observation, assessment and planning records.
- The inspectors held discussions with leaders and spoke with children and staff at appropriate times throughout the inspection.
- One inspector completed a joint observation with the company's quality assurance manager.
- The inspectors took into account the views of parents and carers spoken to on the day of the inspection.

### Inspector

Julie Swann / Melissa Cox

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Leaders and staff know how to follow child protection procedures if they have a concern about a child's welfare. Although most staff are qualified and attend relevant training, the quality of teaching for younger children is inconsistent. Leaders are not sufficiently aware of this weakness, and do not evaluate overall performance accurately. As a result, they give insufficient attention to monitoring staff performance, including through supervision meetings. Secure partnerships with local schools promote continuity in children's care and learning. Close partnership working with other professionals supports children with special educational needs effectively.

### Quality of teaching, learning and assessment requires improvement

Staff do not always use the information gained from assessments of younger children's learning effectively to pitch activities at the right level to meet children's needs. They do not build on children's interests consistently. At times, younger children wander away from an activity when they do not know how to play with it. For example, they lost interest in sponge painting, which was not planned at an appropriate level for them. Staff sometimes use language which is too advanced for these children to understand. Older children are motivated to learn through a range of exciting activities which staff plan well to meet their needs. For example, children enjoyed recording their findings when they measured a gerbil and discovered if tomatoes are heavier than potatoes. Older children listen carefully to each other in small groups. For example, they worked together to read words on a smart-board and to link letters to sounds.

### Personal development, behaviour and welfare require improvement

Staff and children of all ages have warm and secure relationships. Younger children are settled and play happily alongside staff, however weaknesses in teaching sometimes affect their motivation to learn. For example, some staff did not respond to children's comments about digging in the sand, and the children wandered off. Younger children are not taught how to manage some important aspects of personal hygiene, such as blowing their nose and washing their hands afterwards, because staff do this for them. Older children learn to manage their own safety. For example, they enjoy being 'safety spies'. All children play outside daily where they develop their physical skills.

### Outcomes for children require improvement

Older children gain key language, literacy and mathematical skills in readiness for school. They use technology confidently and are inquisitive about how things work. Younger children gain some basic skills; for example, they learn to count and make marks in readiness for writing. However, some younger children are not supported consistently to gain all the skills and attitudes they need for the next steps in their learning.

## Setting details

<b>Unique reference number</b>	EY291970
<b>Local authority</b>	Surrey
<b>Inspection number</b>	826957
<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 - 4
<b>Total number of places</b>	113
<b>Number of children on roll</b>	100
<b>Name of provider</b>	Childbase Partnership Limited
<b>Date of previous inspection</b>	7 March 2011
<b>Telephone number</b>	01276 855886

Pennypot Nursery School is operated by Child Base partnership and registered in 2005. The nursery is located in Chobham in Surrey. The nursery employs 28 members of childcare staff, of whom 21 hold relevant early years qualifications at level 2 or above. The nursery opens Monday to Friday, all year round. Opening hours are from 7.30am until 6.30pm. The nursery provides funded early education for children aged two, three and four years.

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