

# Penny Pot Pre-School and Under 5s Creche

Hildebrand Barracks, Penny Pot Lane, Harrogate, HG3 2SD



## Inspection date

27 June 2016

Previous inspection date

1 March 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- The provider has failed to inform Ofsted of changes to the management committee of the setting.
- Children are not consistently supported by all staff to learn how to keep themselves safe and healthy.
- At times, staff do not promote children's mathematical development to the highest levels.

### It has the following strengths

- Staff make accurate observations of children and regularly assess the progress they make. This helps them to identify what children need to learn next and plan effectively for their continued learning and development.
- Parents are very happy with the care and education provided and feel involved in their children's learning. They share information about children's learning at home from the outset and contribute to assessments.
- Staff offer children lots of praise and encouragement. This helps to raise their self-esteem and they are happy and confident in the pre-school.
- Staff have a consistent approach to managing children's behaviour. Children learn to follow rules and develop respect and understanding of the needs and feelings of others.
- Staff know children's learning needs very well. They swiftly identify children who may need extra support and tailor activities to their individual needs. This helps them to catch up quickly in their learning.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

#### Due Date

- ensure that Ofsted are provided with the necessary information to enable them to carry out suitability checks on committee members. 08/07/2016

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

- develop ways to promote children's mathematical skills even more effectively
- support children to develop an even greater understanding of how to keep themselves safe and healthy.

### 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 deputy manager.
- The inspector held a meeting with the pre-school manager, deputy manager and chairperson. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school and members of the management committee.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Clare Wilkins

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The provider has failed to inform Ofsted about changes to members of the management committee. This means Ofsted has not been able to carry out required checks to ensure that the registered body is made up of individuals who are suitable to be involved in childcare. However, there is no impact on the welfare of children. This is because the provider has taken steps to check their suitability and they do not have contact with the children or responsibility for the recruitment of staff. Staff are qualified and are supported by the manager to build on their skills and experience through training and supervision. This contributes to their capacity to build on their current good teaching skills. The manager reflects on the current levels of practice and seeks feedback from parents. She uses the information to prioritise plans for development that will improve outcomes for children. Arrangements for safeguarding are effective. Staff clearly understand what action to take if they have a concern about a child and make good use of risk assessments to help ensure children are kept safe in pre-school.

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

Staff have a good understanding of the ways in which children learn. They plan challenging activities that appeal to children's interests and support their development across all areas of learning. However, staff do not consistently promote children's mathematical development to the highest levels. For example, they overlook opportunities for children to count and measure as they make dough. Staff support children's developing communication and language skills very well. They provide children with the correct grammar and pronunciation for the sentences they attempt. They also ask skilful questions that encourage children to think. Children have lots of opportunities to develop their creative skills. For example, they explore different ways to make patterns and mix colours during large painting activities.

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

Staff meet children's individual care needs effectively, while being mindful to support their growing independence in preparation for school. They offer children lots of praise and encouragement which helps to support their confidence and motivation to learn. Children get lots of fresh air and exercise during frequent outdoor activities. This helps to foster their developing knowledge of healthy lifestyles. However, staff do not always teach children an understanding of how to keep themselves safe and healthy. For example, they do not always clearly explain the importance of washing hands thoroughly before meals.

### **Outcomes for children are good**

All children make good progress in their learning and are working within the typical range of development expected for their age. They are inquisitive and show a positive attitude towards their learning. Children develop key skills in literacy that helps to prepare them for later learning in school. For example, they make successful attempts to write their name and other familiar words. Children show an increasing ability to listen, concentrate and follow instructions. They undertake small tasks and develop a sense of responsibility, independence and pride in their own achievements.

## Setting details

<b>Unique reference number</b>	EY236204
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	848280
<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>	0 - 5
<b>Total number of places</b>	65
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	Penny Pot Under 5's Creche Committee
<b>Registered person unique reference number</b>	RP518637
<b>Date of previous inspection</b>	1 March 2012
<b>Telephone number</b>	01423 501460

Penny Pot Pre-School and Under 5s Creche was registered in 1998. The pre-school employs 13 members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday 42 weeks of the year. Sessions are from 7.30am to 6pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school cares for children who have special educational needs or disability.

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.

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