

Penrith Pre-School Nursery

The Old School, Meeting House Lane, Penrith, Cumbria, CA11 7TR



Inspection date	3 March 2017
Previous inspection date	17 June 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Managers and leaders show a high aspiration to improve through their detailed evaluations of practice. Purposeful training, regular research and influential meetings are clearly focused on enhancing the quality of care and learning that children receive.
- The quality of teaching is good. Staff make accurate observations and assessments of children's learning. They use the information from these to plan challenging and meaningful activities that, on the whole, help to build on what children already know.
- Staff engage parents in all aspects of their children's learning. Shared resources, such as games to promote turn taking and books to enhance early reading, help parents to extend their children's learning at home.
- Excellent tracking is analysed very well and is used to secure timely interventions. Close partnership work, enhanced support during key groups and tailored learning plans contribute towards closing any gaps in learning for individual or groups of children.
- Staff apply a calm and consistent approach to behaviour management. They sensitively intervene to resolve any conflicts and encourage children to consider how their actions impact on others. This contributes towards children being kind, friendly and caring.

It is not yet outstanding because:

- Although systems to monitor staff performance are in place, these are not rigorous enough to provide a sharp focus on enhancing teaching practice to the highest levels.
- On occasions, staff do not provide enough opportunities for children to explore their own creativity more freely during sensory activities, to help enhance outcomes for children to the highest levels.

What the setting needs to do to improve further

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

- strengthen performance management systems and focus more precisely on monitoring individual staff practice more rigorously to provide a sharper focus on providing teaching that is of the highest quality
- provide children with greater experiences to investigate, explore and express their own creativity more freely and independently during sensory activities, so that outcomes for children are raised to an outstanding level.

Inspection activities

- The inspector had a tour of the nursery.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager during a planned activity.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Charlotte Bowe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and leaders have a good understanding of their roles and responsibilities, including what information needs to be notified to Ofsted. Regular training and updates help to ensure that all staff have the most up-to-date knowledge of child protection procedures. Children are supervised closely by vigilant staff. Comprehensive risk assessments minimise any potential hazards. For example, evacuation procedures are robust and exit routes are kept free from obstruction. This contributes towards ensuring that areas of play are safe and fit for purpose. Safe recruitment and induction procedures ensure that all staff and committee members are skilled and suitable for their roles. Inclusive self-evaluation values the views of parents, children and others.

Quality of teaching, learning and assessment is good

Key persons know their children well. They provide experiences that value children's home life and current interests. For example, staff take account of children's good knowledge of family occupations and provide resources, such as a toolbox, to aid their passion for fixing things. Small key-group times are focused on closing any emerging gaps in children's learning. For example, staff provide simple resources, such as a toy chair and cat, to help increase children's understanding of positional language through their active involvement. Children readily share their experiences through opportunities, such as adventures with Bobby the toy bear and show and tell sessions. This contributes towards children becoming good communicators. Staff welcome children who speak English as an additional language to share cultural traditions, such as celebrating the festival of light. This helps to enhance children's awareness of people and communities beyond their own.

Personal development, behaviour and welfare are good

Children are happy and settled. They form secure attachments with friendly staff, who truly foster their emotional well-being. Staff prepare children for any changes to their routine. They use effective object reference, such as plates for snack time and books for story time, to help children who have special educational needs and/or disabilities distinguish what happens next. Children are keen to take on leading roles, such as snack helper, developing their independence. Their ongoing achievements and good work are celebrated well through effective methods, such as 'proud clouds' and interactive high fives. Transitions through the nursery and on to school are smooth and well supported. Children actively participate in daily exercise sessions, promoting their good health.

Outcomes for children are good

All children make good progress and are developing the skills to support them in their move on to school. Young children show confidence in asking for help. They show a willingness to engage with older children at times, such as outdoor play sessions. Boys boldly express their desire to make marks in different ways, such as in mud and paint, to develop good early writing skills. Children who speak English as an additional language become good communicators. Children listen to stories with good attention. They develop an early awareness of counting and simple subtraction during daily routines. Children are keen to have a go at doing things for themselves and manage risks with caution.

Setting details

Unique reference number	317572
Local authority	Cumbria
Inspection number	1064081
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	48
Number of children on roll	34
Name of registered person	Penrith Pre-School Nursery & Toddler Group Committee
Registered person unique reference number	RP911464
Date of previous inspection	17 June 2013
Telephone number	01768 890272

Penrith Pre-School Nursery was registered in 1960. The nursery employs eight members of childcare staff. Of these, all hold appropriate early years qualifications at levels 2 and 3. The nursery opens from Monday to Friday, during term time. Sessions are from 8.45am until 3.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

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