

Penny Pot Pre-School and Under 5s Creche

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



Inspection date

20 June 2017

Previous inspection date

27 June 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

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

- Self-evaluation procedures do not effectively identify key strengths and weaknesses to secure continuous improvement.
- Systems to supervise and train staff do not focus well enough on consistently raising the quality of their teaching skills to a higher level.
- Staff have not developed effective partnerships with other settings that children attend. They do not gather information to inform their teaching and enable them to build on children's learning elsewhere.

It has the following strengths

- Children have a positive approach to learning. They are developing key language, personal and social skills in readiness for future learning and eventual moves on to school.
- Staff are kind and caring. The key-person system is facilitated well and children have strong, trusting relationships with them.
- Staff have developed good relationships with parents. They use effective two-way communications to exchange information and foster a shared approach to children's care and learning.
- Managers monitor information about the progress of different groups of children well. They use this data effectively to plan interventions and close any gaps in learning.

What the setting needs to do to improve further

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

- improve the focus of self-evaluation to effectively identify weaknesses and set targets to secure continued improvement
- develop systems to supervise and train staff that are more sharply focused on developing their interactions and teaching skills further
- obtain more detailed information about what children are learning in other settings to complement their learning further.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector had a tour of the setting.
- The inspector completed a joint observation with the manager.
- The inspector spoke to parents, staff and children during the inspection and considered their views.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of staff suitability.

Inspector

Susie Prince

Inspection findings

Effectiveness of the leadership and management requires improvement

Systems to evaluate the setting are not robust. Consequently, the manager's appraisal of practice is unrealistic and some weaknesses have not been effectively identified. Half of the staff team is qualified and those who do not hold a qualification are working towards achieving one. The manager has procedures in place to supervise and train staff. However, systems are not sharply focused on supporting staff to maintain and build on their good interactions and teaching skills. The arrangements for safeguarding are effective. Recruitment and induction procedures are stringent and ensure that staff are thoroughly checked and vetted. Staff have a good understanding of child protection procedures and know how to report any concerns.

Quality of teaching, learning and assessment is good

Staff play alongside children and interact well to enhance their learning. Babies eagerly explore the sand. They use tools with increased control and enjoy filling and emptying containers. Staff promote language well. For example, they ask questions to help children express their thoughts and develop ideas. Staff use precise observations and assessments to plan for children's next stages in learning. Staff in the pre-school room use rulers to help children measure the distance their car has travelled. Children use positional language and recognise written numerals. Staff help children to create different sounds and demonstrate rhythms as they bang on containers.

Personal development, behaviour and welfare require improvement

Children behave well. They play cooperatively together and share fairly. Staff positively reinforce rules and help children to gain awareness of their own feelings and those of others. Staff exchange appropriate information with feeder schools to promote continuity of care and learning. However, they do not regularly gather information from other settings that children attend to enable them to complement children's learning elsewhere. Children follow good hygiene routines. They play outdoors daily and excitedly engage in movement sessions where they practise hopping on one leg.

Outcomes for children are good

Children make good progress in their learning and development. They show high levels of confidence in new situations and initiate conversation with others. Babies repeat words in response to staff's warm interactions and older children are strong communicators. Children are independent and are developing good self-care skills.

Setting details

Unique reference number	EY236204
Local authority	North Yorkshire
Inspection number	1098238
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	65
Number of children on roll	46
Name of registered person	Penny Pot Under 5's Creche Committee
Registered person unique reference number	RP518637
Date of previous inspection	27 June 2016
Telephone number	01423 501460

Penny Pot Pre-School and Under 5s Creche registered in 1998 and is situated in Harrogate. The setting employs 10 members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday for 42 weeks of the year. Sessions are from 7.30am to 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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