

Pennyfarthing Nursery School

Guide H.Q., Palace Drive, Weybridge, Surrey, KT13 8ND



Inspection date

28 September 2017

Previous inspection date

16 June 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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:

- The manager does not always check the suitability of new staff, in particular those who have existing Disclosure and Barring Service checks from their past employers. She does not implement effective recruitment procedures, to ensure that existing checks are suitable.
- Staff do not consistently use effective teaching techniques, to support children's critical-thinking skills.
- Staff do not encourage all parents to share information about children's achievements, experiences and interests, to help them build on children's existing knowledge and skills.

It has the following strengths

- Staff monitor children's progress and establish ways to move them on further. They notice where children do not meet typical outcomes for their ages, and employ effective strategies to close any gaps in their learning.
- Children develop skills essential for their future learning. For example, they learn about numbers in a variety of ways. They develop early writing skills through enjoyable activities, such as drawing in shaving foam. They enjoy a range of activities aimed at introducing early reading skills, including learning about the sounds letters represent.
- Children participate in activities that help them to develop positive attitudes towards healthy foods, such as growing their own vegetables and cooking.
- The manager offers staff good opportunities to develop their skills and knowledge further to improve the outcomes for children.

What the setting needs to do to improve further

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

	Due Date
■ improve the recruitment procedures to ensure that robust staff checks are always completed	12/10/2017
■ ensure that suitability checks are completed promptly for all new staff, including up-to-date Disclosure and Barring Service checks.	12/10/2017

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

- encourage children to develop further their ideas and thoughts about experiences
- extend further the partnerships with parents to find out more about children's achievements and interests in the home.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation. She checked evidence of suitability and qualifications of staff.
- The inspector took account of the views of parents that she spoke to on the day of the inspection.
- The inspector carried out a joint observation of children's learning and staff practice with the manager.

Inspector

Kerry Lynn

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The manager and staff understand well the safeguarding procedures to follow in the event of a concern about children's welfare, and the signs that may cause a concern. The manager checks the employment history of new staff, and receives references before offering employment. However, on one occasion, she has allowed a member of staff to begin employment without checking the validity of her existing Disclosure and Barring Service check. The manager makes continual evaluations of practice and includes staff, parents and children in making suggestions for how to improve the provision. For example, they have recently changed the ways that staff plan to meet children's needs. The manager works closely with the deputy to monitor staff performance and to ensure children continue to progress well.

Quality of teaching, learning and assessment is good

Staff use planned activities to promote an understanding of diversity, and to celebrate every child's unique features. For example, children talk about how their eyes are a different colour to their friends'. Staff show children how people's lives can differ. For example, they organise visits from different members of the community, including soldiers, teachers, firefighters and dentists. Staff provide children with good opportunities to develop their speech and language skills, such as joining in with songs and rhymes. Staff work well with other providers of the early years foundation stage, such as childminders, to support continuity in children's learning and development.

Personal development, behaviour and welfare require improvement

Staff ensure that they meet children's individual health and emotional needs. For example, they change their practice to ensure that children with additional needs are safe in the environment. Staff prepare children for when they move to other settings, including school. For example, they welcome visits from staff at the new setting, and help children to understand what will happen when they go there. Staff act as positive role models and bond as a team well. They successfully promote positive behaviour. For example, when children act kindly or show that they are helpful, staff put their names on a kindness tree. Although the manager has not completed all the necessary recruitment checks, she has not compromised children's well-being.

Outcomes for children are good

Children progress well in the setting. Those children who need additional support in their speech and language skills are making good progress and are developing a wider vocabulary. Children develop confidence and gain social skills. They operate with independence. For example, they develop the ability to put on their coats and shoes. Children learn how to solve problems. For instance, they learn techniques to help them work out how puzzle pieces fit together. Children use their imaginations well. For instance, they make replica food with play dough and pretend to cook it in a toy oven.

Setting details

Unique reference number	EY231331
Local authority	Surrey
Inspection number	1091428
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	25
Number of children on roll	21
Name of registered person	Pauline Joan Coleman
Registered person unique reference number	RP907927
Date of previous inspection	16 June 2015
Telephone number	07803 131742

Pennyfarthing Nursery School registered in 1974. It is located in Weybridge, Surrey. The nursery is open each weekday during term time, from 9.15am to 12.30pm. The nursery receives funding to provide free early education to children aged two, three and four years. The nursery employs six members of staff. Of these, five hold appropriate early years qualifications at level 2 or 3.

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