

Penny Pot Pre-School and Under 5s Creche

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



Inspection date

24 April 2018

Previous inspection date

20 June 2017

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

- The manager, deputy manager and staff are committed to providing good-quality care and education. They are enthusiastic and motivated in their work to promote children's welfare and learning and development.
- The quality of teaching is good. Staff provide exciting learning opportunities that enthuse and motivate children. They are particularly good at promoting children's language development. Babies babble confidently and older children demonstrate a good vocabulary range.
- Children's emotional well-being is supported. An effective key-person system is in place and staff understand the unique individual needs of all children.
- The environment is warm, welcoming and well resourced. It supports children's learning and enables them to make independent choices in their play.
- Parents speak very highly of the care their children receive and the progress they have made in their learning since attending the setting.
- The manager and deputy manager involve staff, parents and children in the evaluation of the setting. They are clear about the setting's strengths and address the areas identified for development.

It is not yet outstanding because:

- The staff do not always make the most of their good partnerships with parents to fully support their engagement in their child's learning at the setting.

What the setting needs to do to improve further

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

- strengthen the strategies used to engage parents in their child's learning in the setting.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector had discussions with the manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector gathered parents' views through speaking to a number of them during the inspection and also by reading written feedback.

Inspector

Lindsey Pollock

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The designated person is confident in her role and knowledgeable about her responsibilities. All staff undertake ongoing training to ensure they are fully informed of procedures to protect children. They know the possible signs and symptoms to be aware of that could give concerns about a child's welfare. Staff are deployed well. Children are supervised effectively, including when they play outside. This helps to keep children safe. Effective arrangements are in place to monitor staff performance. Staff say they feel supported in their work and that they are encouraged in their professional development. An ongoing training plan is in place for all staff to help maintain and raise standards of care even higher.

Quality of teaching, learning and assessment is good

Staff monitor children's progress and interests closely. This enables them to offer a wide range of activities that provides good levels of challenge and reflects children's individual learning needs. As well as planned activities, there are opportunities for children to make their own choices about play and introduce their own ideas. Staff support children's language development very well. They encourage children to converse with others and talk about their own experiences. They repeat words back to the younger children so that they hear these clearly and model sentences. Children's mathematical development is considered in all activities. For example, at lunchtime staff talk about the number of plates and cups. During a water play activity outdoors, they use language, such as 'big', 'little' and 'more' as they play alongside children.

Personal development, behaviour and welfare are good

Children demonstrate that they feel safe in their surroundings. Babies readily approach staff for reassurance and comfort. Older children happily engage in conversations with staff and are friendly towards visitors. Children behave very well and staff are good role models for them. They encourage children to share, take turns and be kind to each other. Even young children readily say 'please' and 'thank you' and listen when staff talk to them. Staff help to promote children's understanding of how to keep safe and healthy. They talk to children about safe practice, such as sitting still on chairs and about why they need to wash their hands before lunch.

Outcomes for children are good

All children make good progress from their starting points. They are very motivated and develop key skills in readiness for school. Younger children build secure relationships with adults caring for them. As they get older, children form friendships with their peers and play cooperatively together. They develop good independence and increasingly manage their personal care. They demonstrate good physical skills. Younger children push blocks and pour water from containers and older children skilfully use tools to manipulate dough. They make decisions about their play. For example, children decide to turn the role-play area into a doctor's surgery and have great fun applying bandages to 'patients'.

Setting details

Unique reference number	EY236204
Local authority	North Yorkshire
Inspection number	1108082
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	36
Name of registered person	Penny Pot Under 5's Creche Committee
Registered person unique reference number	RP518637
Date of previous inspection	20 June 2017
Telephone number	01423 501460

Penny Pot Pre-School and Under 5s Creche registered in 1998. The setting employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday for 43 weeks of the year. Sessions are from 7.30am to 6pm. The setting offers funded early education for two-, three- and four-year-old children.

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