

PATA @ Penguins

Offas Mead Academy, Beachley Road, Sedbury, CHEPSTOW, Gwent NP16 7DT



Inspection date	16 October 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of 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

The provision is good

- Children make good progress, relative to their starting points. Staff carry out accurate observations and assessments, and plan a balanced range of activities that is based around children's interests and next steps in learning.
- The new manager has focus and ideas for the future development of the setting. She is highly motivated and dedicated to providing good-quality childcare. Supervision of staff performance is an ongoing process and the training needs of staff are identified to support their professional development further.
- Children settle quickly into the setting. They show they are happy and confident in their surroundings. Staff build strong attachments with the children to support their emotional needs effectively.
- Links with parents, carers and other professionals are generally good. Staff share verbal information with parents, when they collect their child, about their day and the activities the children have taken part in during the day. Links with the school are good and support children's transitions to school well.

It is not yet outstanding because:

- Staff do not share details of children's next steps often enough with parents, to help them complement children's learning even further at home.
- When children start at the setting, staff do not successfully gain detailed information from parents about their child's learning at home, to help influence the planning of future activities.

What the setting needs to do to improve further

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

- strengthen the systems for sharing information with parents about children's next steps, to help them complement children's learning further at home
- encourage parents to share information about their child's achievements at home when children start at the setting, to help inform future assessment and planning processes.

Inspection activities

- The inspector observed activities and staff interactions with the children, in the inside and outside learning environments.
- The inspector had a meeting with the manager and offered the opportunity of a joint observation with her.
- The inspector spoke to staff, parents and the children at appropriate times during the inspection.
- The inspector checked evidence of the suitability and qualifications of staff working with the children, and looked at the provider's improvement plan.
- The inspector sampled a range of documentation, including children's records, the provider's safeguarding procedures, and written policies and procedures.

Inspector

Hilary Tierney

Inspection findings

Effectiveness of leadership and management is good

The staff have a good understanding about their responsibilities to safeguard children. They are very clear about the procedures to follow should they have any child protection concerns. They are confident about any indicators that may alert them to concerns about a child's welfare. Staff recognise the importance of monitoring children's non-attendance. Safeguarding is effective. The management is motivated to develop and support staff professional development to help maintain the good-quality teaching. Staff comment about how useful recent training has been. For example, staff used a recent sign-language course to help support children's communication skills further. Parents are positive in their comments about the new manager and her staff team, and the care they provide.

Quality of teaching, learning and assessment is good

Teaching is consistently good. Staff support children's communication and language skills effectively. They talk to the children clearly and take time to wait for children to answer. Staff support children's enjoyment of mathematics. They take every opportunity to encourage children to count. For example, when children get ready for outside play, staff help them count shoes, buttons, coats and how many children there are. Staff support children's developing imagination skills well. Children enjoy playing in the mud kitchen, making cups of tea and food for each other. Staff use open questions to help children think and problem solve.

Personal development, behaviour and welfare are good

Children have good opportunities to develop their physical skills. They have easy access to the outside play space. Children enjoy digging and finding worms, spiders and other insects. They get very excited when they find a worm and then find another even bigger, and share their delight with other staff and children. Children use bicycles confidently and understand about safety, such as stopping before they bang into other children. Staff teach children about good personal hygiene practices, such as why they need to wash their hands after being outside and playing in the soil. Children are independent learners and enjoy helping to get ready for snacks and mealtimes, such as when they confidently cut up their food. Younger children enjoy playing with musical instruments and enjoy singing along to their choice of songs. Children are well behaved and they respond well to the positive language staff use.

Outcomes for children are good

Children are confident and happy. They develop good independence, for example, as they enjoy dressing themselves ready to go into the garden. Children learn about sharing and taking turns as they play. They have easy access to writing materials to support their development of early literacy skills. Staff prepare children well for their next stages in learning and eventual move to school.

Setting details

Unique reference number	EY537738
Local authority	Gloucestershire
Inspection number	10079182
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	40
Number of children on roll	29
Name of registered person	PATA (UK)
Registered person unique reference number	RP537141
Date of previous inspection	Not applicable
Telephone number	01291 628665

PATA @ Penguins re-registered in 2016 and operates from within the grounds of Offas Mead School in Chepstow. The group opens Monday to Friday from 9am to 3pm, during school terms only. A team of six staff, including bank staff, work with the children. All hold appropriate childcare qualifications at level 3, or above. The playgroup receives funding for the provision of free early education for children aged two, three and four years.

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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