

Penn Road Children's Centre Early Years Service

Penn Road, Slough SL2 1PG



Inspection date	14 February 2019
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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The well-qualified staff team provide a vast range of activities that promote children's enjoyment exceptionally well and encourage them to become highly motivated to learn. They work exceptionally well with parents to help children to settle and become very confident and self-assured.
- The manager and staff assess and monitor the overall progress that all children make closely. This enables her to identify any gaps in children's learning quickly. She supports staff effectively in implementing plans to help children to catch up if necessary. All children make at least good progress from their individual starting points.
- Children relish being outdoors. The setting has made significant improvements to the outdoor environment, so that those children who prefer to learn outside can develop across all areas of learning. Children eagerly explore the immense selection of excellent quality resources with supreme confidence and have great fun as they learn.
- Children behave extremely well. They delight in playing alongside other children and respond positively to the interactions from adults. They are exceptionally polite, use excellent manners and respect that sometimes they must wait their turn. Children learn to value and respect others highly.
- Occasionally, staff do not recognise when some activities can be extended further to challenge children at the highest level.
- Although staff receive regular training and managers make good use of annual appraisals to monitor staff performance, there is scope to develop the ongoing supervision of staff even further, to help raise the already good teaching to an even higher level.

What the setting needs to do to improve further

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

- make the most of the already good interactions with children, to consistently challenge and extend their learning to the highest level
- develop further the supervision of staff, to help them to identify all opportunities to extend children's learning and to help most-able children make the best possible progress.

Inspection activities

- The inspector asked managers and staff questions throughout the inspection to establish their understanding of how to safeguard children and how they monitor's children's learning and development.
- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector spoke to parents and took their views into consideration.
- The inspector viewed relevant documentation, including evidence of paediatric first-aid training and public liability insurance.
- The inspector discussed the self-evaluation process with the leaders and managers.

Inspector
Ingrid Howell

Inspection findings

Effectiveness of leadership and management is good

Leaders and managers are committed to their roles and responsibilities. They use many methods to evaluate the provision. For example, they seek the views of parents, staff and complete quality improvement audits to help raise standards to a high level. Safeguarding is effective. The manager ensures staff have an excellent knowledge of how to keep children safe. They have created a culture of vigilance where children's well-being is continuously promoted. Managers and staff work very closely with other professionals involved in children's care. This helps them to support vulnerable families so that they access the support they need to help children thrive. Partnerships with parents are strong. The manager encourages regular communication and involves parents in all aspects of their children's learning. They value parents' contributions highly and regularly discuss children's interests and next steps.

Quality of teaching, learning and assessment is good

Children take part in a wide range of stimulating activities, indoors and out. They make independent choices in their play and are eager to explore and investigate. Staff are skilled in helping them to gain good communication and language skills. For instance, children of all ages sing songs and rhymes, to help develop their speaking. Children who need extra support have one to one time with staff, to help develop their attention and listening skills. Staff place a good emphasis on supporting children's literacy skills. For example, children listen to familiar stories, name the characters in the book and eagerly draw pictures of them.

Personal development, behaviour and welfare are outstanding

Staff are highly sensitive and meet children's individual needs extremely well. They recognise when some children may need a quiet area and have used additional funding to provide cosy benches and dens, so that children benefit from communication friendly spaces. This helps to support their emotional well-being extremely well. Children's physical health and welfare are significantly enhanced through comprehensive policies and procedures that focus on helping children to develop an awareness of the importance of leading a healthy lifestyle. Children have excellent opportunities to be physically active and regularly discuss the importance of making healthy food choices. Children of all ages brush their teeth after meals and learn the importance of dental hygiene. Staff support children's positive behaviour superbly well and consistently remind them of their high expectations. Children follow rules, such as not running indoors, independently and confidently know how to keep themselves and others safe.

Outcomes for children are good

Children successfully develop the skills they will need for their future learning, including school. They are eager to participate in activities and develop good listening skills. They have an emerging understanding of letters and their sounds and are beginning to recognise familiar words, such as their names. They show a good awareness of numbers and counting and recognise the difference between heavy and light. Babies join in with activities to help develop their senses, such as using wooden spoons to bang on metal tins very loudly, and explore electronic toys that light up and makes sounds.

Setting details

Unique reference number	EY541755
Local authority	Slough
Inspection number	10079868
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 - 8
Total number of places	77
Number of children on roll	111
Name of registered person	Slough Borough Council
Registered person unique reference number	RP541754
Date of previous inspection	Not applicable
Telephone number	01753 574420

Penn Road Children's Centre Early Years Service registered in 2016. The centre is located in Slough, Berkshire. The setting operates Monday to Friday, 51 weeks per year. Care periods are from 8am to 6pm for early years aged children and before and after school for school aged children. There are currently 18 staff working with children, all of whom are qualified in early years childcare and education at level 3 or above, including one who has early years professional status. The setting receives funding to provide free early education for children aged two, three and four years.

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