

# Penguin Pre-School

Newtown Methodist Church, Caister Road, Great Yarmouth, Norfolk NR30 4DB



<b>Inspection date</b>	21 June 2019
Previous inspection date	25 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

### This provision is good

- The manager makes good use of feedback from parents and staff to identify areas for development. She uses this information, alongside her monitoring of children's progress, to make changes and target improvements. For example, the manager has organised additional resources and training to help promote children's mathematical learning.
- The manager and her staff have created a calm, inviting space for children to explore. They organise the indoor and outdoor areas effectively. This enables children to access all areas of learning, wherever they prefer to learn.
- Staff know the children in their care well. They talk confidently about children's interests and current stage of development. Staff use this knowledge to provide activities and resources to help children achieve the next steps in their learning.
- Children form warm, playful relationships with staff. They seek staff out to tell them about their achievements, such as using the potty. Staff use home visits effectively to build good partnerships with parents. They encourage parents to share information about their children's capabilities and to contribute to their initial assessments.
- All children, including those with special educational needs and/or disabilities, make good progress from their individual starting points. Staff work alongside specialist professionals, such as speech and language therapists, and use additional funding to help meet children's specific needs and promote their continued progress.
- Parents praise the professional, friendly staff. They comment on the level of support provided and how grateful they are for the pre-school. Parents report feeling well informed about their child's learning and appreciate the play events and parent meetings that staff organise.
- Staff do not maximise opportunities to promote children's emerging literacy skills, particularly their mark-making skills and appreciation of the meaning of written words.
- Occasionally, staff do not make the most of chances to provide higher levels of challenge to build children's confidence in trying new skills and the ability to do things for themselves.

## What the setting needs to do to improve further

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

- strengthen opportunities to promote children's emerging literacy skills, particularly their mark-making skills and appreciation of the written word in their environment
- provide additional challenge for children and maintain high expectations for their capabilities and achievements.

### 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 held a number of discussions with the manager. She looked at relevant documentation, including children's learning records and reviewed evidence of the suitability of all persons working on the premises.
- The inspector completed a joint observation and evaluation of an activity with the manager.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector took account of the views of parents through written feedback provided.

#### Inspector

Kate Oakley

## Inspection findings

### Effectiveness of leadership and management is good

The manager ensures staff regularly access training and local network meetings to develop their knowledge. They share information from these with each other during team meetings to help improve outcomes for children. The manager also uses supervision meetings to discuss staff teaching practice, review children's progress and identify their professional development needs. The arrangements for safeguarding are effective. Staff have a clear understanding of their role to protect children from harm. They understand what to do should they have any concerns about a child's welfare. Staff work well as a team and alongside other professionals. For example, they form good links with local schools. Children have opportunities to visit the school and become familiar with the school buildings and staff.

### Quality of teaching, learning and assessment is good

Staff use a range of good teaching techniques and approaches to help children learn. Older children enjoy adult-led group activities, such as acting out a story together. They take turns to play different parts and wear animal masks. Staff read the book and prompt children to think about what happens next. This helps to promote children's enjoyment of stories and understanding of sequences. Children sing enthusiastically. They know several nursery rhymes and can improvise new verses, such as suggesting new animals for a song about a farm. Staff encourage older children to use their fingers to count and to think about subtraction. Children confidently count backwards during a song about ducks. They develop an understanding of key processes in the wider world, such as the life cycles of different animals and the growth of plants.

### Personal development, behaviour and welfare are good

Staff promote children's emotional well-being well. For example, they manage children's transitions between rooms sensitively. Staff plan settling sessions to help children feel comfortable and become familiar with their new room. Children are eager to arrive and settle in to play quickly. They enjoy exploring a range of different resources. Older children begin to form friendships and play cooperatively. They act out narratives with toy dinosaurs, pine cones and log slices. Children give the dinosaurs voices and talk about their feelings, for example, 'He's hungry'. Staff encourage children to use their listening ears and kind hands. They talk to children about the consequences of particular actions, such as making a friend sad or potentially breaking a toy. Staff remind children to use polite phrases, such as 'please' and 'thank you', when asking for help. Children delight in bouncing on 'space hoppers' and pushing themselves along on ride-on toys. They play boisterously and practise their physical skills.

### Outcomes for children are good

Children develop skills to help prepare them for the next stage in their learning, such as school. For example, they listen to staff and follow instructions well. Children help to tidy up at the end of the session, line up to go inside and eagerly take part in large group activities. Children revisit their learning, such as their understanding of quantity, readily. They count their sandwiches, how many plates they need for the table, how many ducks are in the pet enclosure and how many friends are playing a game.

## Setting details

<b>Unique reference number</b>	254221
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10106663
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Penguin Pre-School Committee
<b>Registered person unique reference number</b>	RP523737
<b>Date of previous inspection</b>	25 March 2015
<b>Telephone number</b>	01493 851101

Penguin Pre-School registered in 1993. The pre-school employs 15 members of childcare staff. Of these, nine hold an appropriate early years qualification at level 3 and four hold level 2. The pre-school opens from Monday to Friday during term time only. Sessions run from 8.30am until 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

