

Inspection of Yellow Penguin

50 Parker Street, Birmingham B16 9AG

Inspection date: 14 July 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are happy and thrive in this welcoming nursery. They settle in quickly and have adapted well to the necessary changes as a result of the COVID-19 (coronavirus) pandemic, including saying 'goodbye' to their parents at the entrance and confidently go to their key person. Children have warm and affectionate relationships with staff. They feel safe and secure and have lovely interactions with staff and each other. Children who speak English as an additional language are supported extremely well to develop their communication and language skills. For example, staff learn simple words in children's home language. Children of all ages effectively use Makaton signing. Children's learning is supported well because staff follow their interest right from the start. When a child finds a spider in the garden staff quickly engage in their play as they explore, 'Mrs skinny legs'.

Children are confident and independent learners. They have good opportunities to practise their mark making. This helps them develop early writing skills. For example, children enjoy making marks with chalk or in sand. This develops into children starting to form the letters in their name. They use paint to make marks and patterns with cars or cover their bodies in paint. Children play outdoors daily which supports their physical development, particularly for those who do not have a garden. For example, they develop a love of the natural world and all its wonder and use a sloped climbing wall to develop their physical skills. Children go on daily outings within the local area to the shops or local reservoir, listen for sounds in the environment and collect natural objects. Children are very well behaved and engaged in their learning. They learn and use good manners from an early age and show respect for others.

What does the early years setting do well and what does it need to do better?

- Staff have a good understanding of what children already know and what they need to learn next. They plan effectively to ensure children make progress in their learning. Children, including those with special educational needs and/or disabilities, make good progress as a result. Additional funding is used effectively to provide the targeted resources and experiences some children require to thrive and develop. This means that gaps in learning close quickly and children are well prepared for the next stage in their lives.
- Children make good progress across all areas of learning, due to a well-designed curriculum. Staff provide activities that keep children motivated to learn. For example, all children access a wide selection of sensory resources, such as real food in the home corner, pasta and flour play.
- Staff have a good knowledge of their individual key children, including their development, care needs and what makes them unique. When a child shows interest in cars, staff introduce cars into painting activities and outdoor play.

Staff are attentive to children's needs and recognise when they need additional emotional support. For example, when new babies are coming into the family, children are taken into the baby room to give them the experience of playing with babies.

- Staff provide activities that help children prepare for their eventual move to school, such as using pinecones, shells, stones and twigs, as they encourage children to learn about symmetry. However, occasionally, staff fail to hold children's interest because planned activities are not pitched at the right level and, as a result, some children quickly lose interest.
- The manager provides regular ongoing training and supervision for staff and promptly identifies any weaknesses in practice. Staff are encouraged to research ideas for activities to share on their group's social media page, which they all actively take part in over the weekend. This shows they have a genuine passion and enthusiasm for their work with children. However, there is scope for further improvement in helping the less experienced staff to gain an understanding of how to support children's learning even better.
- Staff build good relationships with parents and communicate effectively about children's learning and development. Parents speak very highly of the staff and say they are 'brilliant' and they would not take their child anywhere else. They talked about how supportive staff have been, particularly during the COVID-19 pandemic when staff kept in contact with them, giving them ideas for activities they could do at home to support their children.
- The manager has an ambitious vision for the nursery and continuously seeks ways to improve the nursery. She works closely with the provider and the staff team to identify improvements to enhance the experiences for children. For example, there are plans to develop the outdoor provision to offer a mud kitchen and growing area. Training for staff on forest schools is also planned to enhance the outdoor learning opportunities for children.

Safeguarding

The arrangements for safeguarding are effective.

Staff are very knowledgeable about child protection matters. They fully understand how to keep children safe and confidently identify the possible signs that a child may be at risk. Staff keep their knowledge up to date by attending regular training and discussing a variety of scenarios about safeguarding. Thorough procedures and checks are in place for the recruitment of suitable staff. All staff are required to complete a declaration to confirm their ongoing suitability to work with children, including when they sign in daily. New staff receive a clear induction before they start to ensure they fully understand their roles and responsibilities. This helps to keep children safe.

What does the setting need to do to improve?

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

- strengthen staff's understanding of ways to adjust planned activities which hold children's interest and helps them make even more progress
- continue to focus staff training and development more sharply on helping the less experienced staff develop an even better knowledge of how to support children's learning.

Setting details

Unique reference number	EY543756
Local authority	Birmingham
Inspection number	10201541
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 at time of inspection	1 to 5
Total number of places	53
Number of children on roll	51
Name of registered person	Parker Street Daycare Ltd
Registered person unique reference number	RP543755
Telephone number	0121 448 2022
Date of previous inspection	9 January 2019

Information about this early years setting

Yellow Penguin registered in 2017. The nursery employs nine members of childcare staff. Of these, eight hold early years qualifications from level 2 to level 6. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Turner

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a joint observation with the nursery manager to observed interactions between staff and children during activities and to assess the impact of teaching on children's learning.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector held a meeting with the provider and manager. She reviewed a variety of documents, including suitability checks, qualifications, first-aid certificates and policies.
- The inspector spoke to a number of parents during the inspection and took account of their views.

We carried out this inspection 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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