

Inspection of Penrith Pre-School Nursery

The Old School, Meeting House Lane, Penrith, Cumbria CA11 7TR

Inspection date: 24 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are safe at this nurturing pre-school, which follows an ethos of celebrating the individual. They develop strong bonds with staff, who welcome and encourage them throughout the day. Children talk excitedly about seeing their friends and play happily together. Staff have high expectations of children's behaviour. They help children to take turns and think about what makes their peers happy or sad. This helps to provide a calm atmosphere for children to play and learn. Children are busy explorers. Younger children experiment with rolling pinecones as staff talk to them about texture. Older children strengthen small muscles in their hands as they cut fresh herbs and slice lemons. Children enjoy these sensory activities and begin to build focus as they concentrate for longer periods of time.

Children respond quickly to staff when it is time to gather for snack or stories. They listen carefully to what staff say, helping to choose which book or song they would like. They learn new words as they sing and identify vegetables in a favourite book. Staff relate their learning to experiences with their families. For example, they link making pizza to visiting a restaurant. This helps to promote a sense of belonging and community. Some children also benefit from small group 'time to talk' sessions, which became a focus for increasing social confidence after periods of isolation due to the COVID-19 pandemic.

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

- Leaders plan a curriculum that includes meaningful experiences across all areas of the early years curriculum. Staff think carefully about what each new group of children would benefit from. For example, they plan trips to the library and invite readers from both genders to read to the children during pre-school. This helps to inspire a love of reading.
- Staff purposefully model language as children play. They model their thinking aloud. For example, they say, 'I wonder what they are doing now? Maybe they are shopping.' This helps teach children the language of thinking. However, staff do not always expect children to give their own suggestions or explain cause and effect. This does not help children to develop their own reasoning skills.
- Staff know all children and their families very well. They monitor children's progress with parents and promptly identify any difficulties children may have. When difficulties are identified, staff tailor activities to help children progress. Early help is prioritised, and staff liaise with outside agencies to seek necessary support. This ensures that all children, including those with special educational needs and/or disabilities, make progress from their individual starting points.
- Children learn about health and well-being. They exercise outside each day. Staff teach them to notice the effect that exercise has on their bodies. Furthermore, staff talk about staying healthy. They demonstrate how germs

spread using paint on children's hands and emphasise the importance of washing hands. Children develop a good understanding of looking after their bodies.

- Parents appreciate the home-learning bags that staff send. They say that each one is different and specific to what their child needs to know or learn to do next. For example, a game and a book encourage children to practise counting amounts. This joined-up approach helps all children to be ready for their next stage of learning.
- Leaders are aware of the pressures on staff and look after their well-being. The team work very well together, suggesting ideas and talking about the areas of the curriculum they teach. For example, staff recently completed training to support physical development. They shared their learning and helped plan an activity where younger children practise large movements while painting outdoors. Furthermore, the manager mentors staff and carefully selects courses to deepen their understanding. As a result, staff are enthusiastic, and teaching of the curriculum improves over time.
- Funding for children is spent promptly and is focused on individual needs. For example, a dance teacher was brought in to develop creative expression and confidence for a group of children. This helps to ensure children, particularly the most disadvantaged, do not fall behind their peers in various areas of their development.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff working with children are suitable and that mandatory training is kept up to date. Staff have a good knowledge of safeguarding. They know the procedures they should follow if they have any concerns about a child's welfare. Staff receive regular training and updates, such as on the risks relating to children being exposed to extreme views. Staff are mindful of keeping children safe when they open the gate to welcome children in the morning. While some talk to parents, another watches the door and alleyway. This ensures all children stay safe within the boundary of the pre-school.

What does the setting need to do to improve?

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

- further extend the modelling of thinking skills to help children begin to verbally reason for themselves.

Setting details

Unique reference number	317572
Local authority	Cumbria
Inspection number	10234529
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	48
Number of children on roll	27
Name of registered person	Penrith Pre-School Nursery & Toddler Group Committee
Registered person unique reference number	RP911464
Telephone number	01768 890272
Date of previous inspection	3 March 2017

Information about this early years setting

Penrith Pre-School Nursery registered in 1960. The nursery employs eight members of childcare staff. Of these, all hold appropriate early years qualifications at levels 2 and 3. The nursery opens from Monday to Friday, during term time. Sessions are from 8.45am until 3.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Susie Millward Sampson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 manager took the inspector on a tour of the setting. She explained how the environment and curriculum are planned to promote learning.
- A sample of relevant documents was viewed during the inspection.
- Parents shared their views with the inspector during the inspection. The inspector viewed some feedback forms from parents.
- The inspector spent time observing the quality of staff interactions with children during the day.
- The inspector and manager completed a joint observation of an activity.
- A leadership and management meeting was held with the manager and special educational needs coordinator.
- The inspector spoke to staff at appropriate times 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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