

# Inspection of Penrhyn Childcare Centre

19 Priory Court, Walthamstow, London E17 5NB

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Inspection date:

26 April 2023

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children demonstrate that they feel secure and comfortable in the nursery's calm and supportive atmosphere. Staff greet children warmly on their arrival. Settling-in procedures are effective. Children develop secure attachments with their key person. This contributes to children's emotional development. Children have positive relationships with staff. They talk to staff about their interests and experiences throughout the day. Staff use this information to plan an effective curriculum.

Children are excited to explore the setting. They are motivated learners and enjoy playing with the range of activities provided. Babies have good opportunities for sensory experiences. They hunt for pretend minibests hidden in sand and delight as the sand trickles through their fingers. Toddlers develop their balance as they navigate steps in the garden. Older children use their imaginations and discuss how sea creatures survive in the ocean, during a water activity. Children are confident and show high levels of self-esteem.

Children behave well and show respect to each other. They talk to the inspector and share what they like about the setting. All children make good progress from their starting points in learning. They are well prepared for the next stage of their education.

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

- The provider has not supplied all the necessary information about new charity trustees to Ofsted in a timely manner. This is a breach of requirements of the early years foundation stage. However, the trustees do not have unsupervised contact with children or have sole responsibility in making decisions that affect children's well-being.
- The manager and the staff team have a clear intent for what they want children to learn, such as independence, how to communicate and early literacy skills. They suitably help children to develop their skills to prepare them for their future learning. For instance, staff read books and sing with children to help support their language and vocabulary development.
- Leaders create a setting that is inclusive. Children are supported well, including children with special educational needs and/or disabilities. Leaders and staff work with parents and external agencies effectively, which helps to ensure that the best possible support is in place for all children.
- Staff teach to good standards. They plan activities based on children's interests and developmental needs. These activities build on what children know and can do. Staff present information clearly to children. However, they do not consistently challenge or promote older children's problem-solving skills to take

their learning to the highest levels.

- Children enjoy mark making in a variety of ways. Younger children create art using paper, brushes and a variety of paint colours. In the garden, older children use chalk to create pictures of their favourite teacher on the floor. As a result, children demonstrate good hand-to-eye coordination.
- Food is freshly prepared on site by the nursery's cook. The leadership team has devised a nutritionally balanced menu that can easily accommodate children's allergies or dietary preferences. Mealtimes are calm, and children enjoy their meals and eat well.
- Staff encourage children to be independent. Children manage a range of self-help skills, such as washing their hands. Children become aware of what makes them unique. They learn about a range of celebrations and festivals, which broadens their experiences.
- Partnerships with parents are generally strong. They speak highly of the nursery and value staff's friendly approach. However, not all parents are clear about what information they should expect from staff in the nursery. This means that parents do not always fully benefit from opportunities to extend their children's learning at home.
- Staff say that they enjoy working at the nursery and feel confident to speak to leaders if they have any concerns. Leaders ensure that all staff have access to a comprehensive training programme, with a combination of mandatory training, such as around child protection, and opportunities for self-directed learning. Staff's satisfaction and a very stable team contribute to a positive learning environment for children.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have all completed safeguarding training. They have a secure understanding of how to protect children. Staff have a good knowledge of the possible signs and symptoms of abuse. They know how to raise concerns about a child's welfare. Staff are aware of the whistle-blowing policy and what they would do if they were concerned about a colleague's behaviour. The manager implements robust recruitment procedures to ensure that all staff are suitable to work with children. Staff carry out risk assessments to help to maintain a safe environment for children, indoors and outdoors.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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improve knowledge of the relevant information that Ofsted needs to be notified of so that suitability checks of new trustees can be completed in a timely way.	17/05/2023
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**To further improve the quality of the early years provision, the provider should:**

- support older children to develop their thinking and problem-solving skills to extend their learning
- strengthen communication with parents so that they receive clearer information about their children's learning and development.

## Setting details

<b>Unique reference number</b>	153682
<b>Local authority</b>	London Borough of Waltham Forest
<b>Inspection number</b>	10264843
<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 at time of inspection</b>	0 to 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Penrhyn Playgroup
<b>Registered person unique reference number</b>	RP517637
<b>Telephone number</b>	020 8527 0405
<b>Date of previous inspection</b>	28 June 2017

## Information about this early years setting

Penrhyn Childcare Centre registered in 1997. The setting is located in Walthamstow, in the London Borough of Waltham Forest. The nursery operates for 50 weeks of the year, from 8am to 6pm, Monday to Friday. The nursery employs 12 staff. Of these, nine members of staff hold appropriate early years qualifications at levels 2, 3 or 6. The nursery is in receipt of funding to provide early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Joanna Wilkinson

## Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager and deputy manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- Children told the inspector about their friends and what they like to do when they are at the nursery.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of activities during the afternoon with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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