

# Inspection of Penny Pot Pre-School and Under 5s Creche

Hildebrand Barracks, Pennypot Lane, Harrogate HG3 2SB

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Inspection date: 25 October 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

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

### **The provision is outstanding**

Children arrive excited to start their day in this exceptionally nurturing and inclusive nursery. Staff put relationships with children at the heart of everything they do and have very strong relationships that help children feel safe and secure. For example, staff use praise, smiles and regular cuddles to reassure babies and build secure bonds with them.

Children thrive and learn exceptionally well in this highly vibrant nursery. The manager has created a meaningful and rich curriculum, which expertly supports every child to be the best they can be. The well trained and knowledgeable staff know when learning has been embedded and skilfully sequence teaching opportunities for children. For example, children count the number of dots on a dice and match the number to the amount of toy pumpkins they need to collect. Staff effectively adapt their teaching and challenge the children to use tweezers and mathematical language.

Children's behaviour is exceptional. Staff are inspirational role models, who inspire and motivate children. Children are respectful and kind to each other. Staff support children to talk about their own feelings and the feelings of others. Children know the routines and rules of the nursery extremely well. For example, when staff shake their tambourine, children instantly stop what they are doing and place both hands on their heads to show that they are listening.

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

- The quality of teaching is exceptional. Staff know their key children very well and adapt their learning experiences to skilfully support their next steps. Children remain highly engaged for significant periods of time in activities that interest them. For example, children explore using their senses as they scoop out the insides of a pumpkin and use the seeds to make pumpkin soup. This helps all children to make excellent progress and they are confident, independent learners.
- The manager and deputy are inspirational and have a clear vision of the quality of practice in the nursery. They work together with staff to regularly review the provision and the impact on children's learning. Staff are highly skilled and qualified and are committed to improving their own practice through continuous professional development. For example, recent training in children's self-regulation has resulted in a feelings and emotions area being created. This ensures that children benefit from the very highest quality of education.
- Staff provide excellent support for children with special educational needs and/or disabilities (SEND). For example, staff have developed an engaging and stimulating sensory room for SEND children. The special educational needs

coordinator is integral in ensuring all children with SEND make excellent progress in their learning. She works together with other professionals to provide activities, such as communication tools, to carry out targeted intervention work with children.

- Children are confident communicators, who speak clearly and informatively. They benefit highly from the excellent role modelling of staff. For example, staff skilfully engage children in meaningful conversations and provide a commentary during activities. They ask open-ended questions, model the correct pronunciation of words and allow children the time they need to answer. Makaton is used as a tool to support children's understanding and aid their communication skills.
- Children show tremendous levels of independence and self-care skills. They wash their hands independently and talk about the germs on their hands to visitors. Younger children use 'snuffle mirrors' to help guide them when wiping their noses. Older children enjoy the responsibility of being on dinner duty and setting up the tables with cups and cutlery. They learn how to pour their own drinks and serve their own food. This helps to ensure that children are ready for their eventual move on to school.
- Parent partnership working is exemplary. The manager has a strong belief in parent participation in their child's learning. She has created a supportive and inclusive community for all families and welcomes their feedback. Parents feel thoroughly involved in their children's learning. They say that their children have made excellent progress with their development since they have started attending.
- Children develop an excellent awareness of healthy living. They have regular opportunities to be active in the outdoor spaces, which are used in all weathers. Children take part in weekly football sessions and yoga classes to support their physical health in a fun and exciting way. In addition, staff have attended targeted training to help them understand how to support children through active play activities.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding throughout the nursery, which seeks to eliminate all risks of harm against the children. Staff have an impressive understanding of their role in protecting children and can identify the signs and symptoms of all types of abuse. Staff are confident to act immediately if they have any concerns about the welfare of a child or a colleague's practice. Risk assessments are embedded in practice and provide children with a very safe environment to play and learn in. Staff closely supervise children to promote their welfare.

## Setting details

<b>Unique reference number</b>	EY236204
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10312219
<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 7
<b>Total number of places</b>	65
<b>Number of children on roll</b>	92
<b>Name of registered person</b>	Penny Pot Under 5's Creche Committee
<b>Registered person unique reference number</b>	RP518637
<b>Telephone number</b>	01423 501460
<b>Date of previous inspection</b>	24 April 2018

## Information about this early years setting

Penny Pot Pre-School and Under 5s Crèche registered in 1998 and is located in Harrogate, North Yorkshire. The nursery employs 21 members of childcare staff. Of these, two have an appropriate childcare qualification at level 6, one has level 4, eleven have level 3 and two have level 2. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am to 6pm. The nursery offers funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jennifer Cowton

## 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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to parents and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children communicated with the inspector during the inspection.
- The inspector spoke with the manager about the leadership and management of the nursery.
- Staff spoke to the inspector during the inspection.

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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