

# Pennington Nursery

Pennington Memorial Hall, Pennington, Ulverston, Cumbria, LA12 0RT



## Inspection date

3 November 2017

Previous inspection date

23 November 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the 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

- Managers and leaders are ambitious for the success of the nursery and show a true commitment to continued improvement. They have made significant changes to their practice and provision since their last inspection to help ensure that all aspects of children's care and learning are effectively met.
- The quality of teaching is good. The well-qualified staff use the information from their enhanced observation and assessment systems to plan challenging activities that are centred around what children need to learn next. Children make good progress.
- Staff keep parents informed of their children's ongoing learning and progress. They provide innovative ideas, such as birdwatch projects and stargazing tasks to help parents extend children's concept of their wider world during their time at home. Staff listen perceptively to parents, children and others and quickly act on their views.
- Staff are calm and sensitive in their approach to behaviour management. They delegate tasks, such as putting away specific toys, to help all children adopt helpful attitudes.
- Children are welcomed into a very calm, nurturing and safe environment where they flourish and thrive. They are given time to form special bonds with their preferred key person. This helps to foster children's emotional well-being so that they are happy.

### It is not yet outstanding because:

- Occasionally, staff do not help children to gain a greater understanding of why they carry out routine tasks, such as handwashing, to aid their knowledge of the impact that effective hygiene routines have on their good health.
- The timing of some group activities for older children are not best placed, in order to minimise disruption and enhance children's listening and attention skills.

## What the setting needs to do to improve further

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

- promote the highest standards of hygiene practice and help all children to gain a greater understanding of the impact that highly effective hygiene routines have on their good health
- strengthen the organisation of group time activities for older children in order to minimise disruption and enhance children's listening and attention skills to the highest levels.

### Inspection activities

- The inspector observed the quality of teaching indoors and outside and assessed the impact this has on children's learning.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector held a meeting with the provider and the manager. She spoke to staff and children at appropriate times during the inspection.
- The inspector looked at evidence of the suitability of staff, policies and procedures, risk assessment records, children's learning journals, a record of staff qualifications and training and the provider's self-evaluation documents.
- The inspector conducted a joint observation with the manager during a planned activity.

### Inspector

Charlotte Bowe

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and leaders have a good understanding of their role and responsibilities to ensure children are kept safe. Comprehensive written risk assessments cover all aspects of play and are reviewed regularly. They take account of information from sources, such as accident analysis and detailed healthcare plans, to help eradicate any risks to children. Regular training and updates help to ensure that all staff have the most up-to-date knowledge of child protection procedures. Managers and leaders invest in staff. Recruitment and induction procedures are robust. Effective mentoring, regular supervisions and focused training help staff to enhance their knowledge and expertise. Effective tracking is used well to secure timely interventions and provide additional challenges to children, to support their continued good progress.

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

Staff have high expectations of children. Overall, they provide motivating activities that build on what children already know. Young children show interest in playing with construction toys in their newly enhanced digging area. Staff encourage children to observe and compare the marks that different vehicles make to extend the use of early mathematical language during play. Staff promote a teamwork philosophy. They provide many opportunities for older children to work collaboratively with others to achieve a common goal. For example, older children are keen to work with friends to make up their own songs to enhance their language and communication. They are imaginative and build stories around toys, such as pirates, when digging for treasure in their mud kitchen.

### Personal development, behaviour and welfare are good

The devoted staff welcome children with a friendly smile. They prepare children well for any changes, to help them feel assured and settled. Staff provide opportunities for children to carry out small tasks to help them develop independence. For example, young children show confidence when pouring their own drinks to keep themselves hydrated. Staff are aware of upcoming festivals, such as Bonfire Night. They engage older children in meaningful experiences, such as pretending to toast marshmallows over a fire, to help them adopt safe behaviours in preparation for the event. Children enjoy participating in their weekly yoga and 'jungle boogie' sessions that help them to adopt active lifestyles.

### Outcomes for children are good

All children make good progress and develop the skills they require for their next stages in learning, including school. Young children explore with confidence and independence. They use good physical skills to wind up toys and are intrigued by the movements these make as a result of their actions. Older children show care and concern for their world and take part in environmental activities, such as creating an eco-friendly greenhouse. They are eager to observe how things grow and change over time. Children who are moving on to school ask questions to find out information. They identify some letters of their name and persevere when using writing materials to form recognisable letters.

## Setting details

<b>Unique reference number</b>	317571
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	1079198
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	44
<b>Number of children on roll</b>	73
<b>Name of registered person</b>	Pennington Nursery Committee
<b>Registered person unique reference number</b>	RP518380
<b>Date of previous inspection</b>	23 November 2016
<b>Telephone number</b>	01229 582 212

Pennington Nursery registered in 2001. The nursery employs ten members of childcare staff. Of these, nine hold appropriate early years qualifications at levels 2, 3 and 5, including the manager who holds a relevant qualification at level 6. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm, during term time and 8am until 5pm during school holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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