

Penny Pot Pre-School and Under 5s Creche

Hildebrand Barracks, Penny Pot Lane, Harrogate, HG3 2SD



Inspection date	24 April 2018
Previous inspection date	20 June 2017

	This inspection:	Good	2
The quality and standards of the early years provision	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

- The manager, deputy manager and staff are committed to providing good-quality care and education. They are enthusiastic and motivated in their work to promote children's welfare and learning and development.
- The quality of teaching is good. Staff provide exciting learning opportunities that enthuse and motivate children. They are particularly good at promoting children's language development. Babies babble confidently and older children demonstrate a good vocabulary range.
- Children's emotional well-being is supported. An effective key-person system is in place and staff understand the unique individual needs of all children.
- The environment is warm, welcoming and well resourced. It supports children's learning and enables them to make independent choices in their play.
- Parents speak very highly of the care their children receive and the progress they have made in their learning since attending the setting.
- The manager and deputy manager involve staff, parents and children in the evaluation of the setting. They are clear about the setting's strengths and address the areas identified for development.

It is not yet outstanding because:

- The staff do not always make the most of their good partnerships with parents to fully support their engagement in their child's learning at the setting.

What the setting needs to do to improve further

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

- strengthen the strategies used to engage parents in their child's learning in the setting.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector had discussions with the manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector gathered parents' views through speaking to a number of them during the inspection and also by reading written feedback.

Inspector

Lindsey Pollock

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The designated person is confident in her role and knowledgeable about her responsibilities. All staff undertake ongoing training to ensure they are fully informed of procedures to protect children. They know the possible signs and symptoms to be aware of that could give concerns about a child's welfare. Staff are deployed well. Children are supervised effectively, including when they play outside. This helps to keep children safe. Effective arrangements are in place to monitor staff performance. Staff say they feel supported in their work and that they are encouraged in their professional development. An ongoing training plan is in place for all staff to help maintain and raise standards of care even higher.

Quality of teaching, learning and assessment is good

Staff monitor children's progress and interests closely. This enables them to offer a wide range of activities that provides good levels of challenge and reflects children's individual learning needs. As well as planned activities, there are opportunities for children to make their own choices about play and introduce their own ideas. Staff support children's language development very well. They encourage children to converse with others and talk about their own experiences. They repeat words back to the younger children so that they hear these clearly and model sentences. Children's mathematical development is considered in all activities. For example, at lunchtime staff talk about the number of plates and cups. During a water play activity outdoors, they use language, such as 'big', 'little' and 'more' as they play alongside children.

Personal development, behaviour and welfare are good

Children demonstrate that they feel safe in their surroundings. Babies readily approach staff for reassurance and comfort. Older children happily engage in conversations with staff and are friendly towards visitors. Children behave very well and staff are good role models for them. They encourage children to share, take turns and be kind to each other. Even young children readily say 'please' and 'thank you' and listen when staff talk to them. Staff help to promote children's understanding of how to keep safe and healthy. They talk to children about safe practice, such as sitting still on chairs and about why they need to wash their hands before lunch.

Outcomes for children are good

All children make good progress from their starting points. They are very motivated and develop key skills in readiness for school. Younger children build secure relationships with adults caring for them. As they get older, children form friendships with their peers and play cooperatively together. They develop good independence and increasingly manage their personal care. They demonstrate good physical skills. Younger children post blocks and pour water from containers and older children skilfully use tools to manipulate dough. They make decisions about their play. For example, children decide to turn the role-play area into a doctor's surgery and have great fun applying bandages to 'patients'.

Setting details

Unique reference number	EY236204
Local authority	North Yorkshire
Inspection number	1108082
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	65
Number of children on roll	36
Name of registered person	Penny Pot Under 5's Creche Committee
Registered person unique reference number	RP518637
Date of previous inspection	20 June 2017
Telephone number	01423 501460

Penny Pot Pre-School and Under 5s Creche registered in 1998. The setting employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday for 43 weeks of the year. Sessions are from 7.30am to 6pm. The setting offers funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

