

Prenton Penguins Nursery

Northwood Road, PRENTON, Wirral, Merseyside, CH43 0SR



Inspection date

21 March 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 provider demonstrates a strong commitment to achieving the best outcomes for children. The well-qualified managers and practitioners have a good understanding of how children learn. Children make good progress.
- Children arrive at nursery happy and eager to play and explore. They discover a wide range of activities that interests them and helps to promote their learning. Practitioners are cheerful and welcoming. Children demonstrate that they feel secure.
- Partnerships with other professionals are a strength. For example, practitioners share accurate information about children's interests and attainment with other settings. This helps to promote continuity in children's learning when they start school.
- Partnerships with parents help to promote children's well-being and development. Parents feel well informed about children's progress and praise the approachable, caring practitioners. They say that practitioners encourage and help them to continue children's learning at home.

It is not yet outstanding because:

- The regular monitoring of the performance of practitioners does not focus sharply enough on raising the quality of teaching to a higher level.
- Sometimes, practitioners do not use information from assessment to identify, as precisely as possible, what children need to learn next. As a result, children's learning is not always meticulously planned for.

What the setting needs to do to improve further

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

- build on the systems for assessing the performance of practitioners and focus more sharply on helping them to develop an expert knowledge of teaching and learning
- make the most of what is known about individual children's achievements so that plans for teaching focus even more precisely on what children need to learn next.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with practitioners and children during the inspection.
- The inspector completed a joint observation with the senior manager.
- The inspector held a meeting with the provider, the senior manager and the nursery manager. She looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.
- The inspector spoke to parents and took account of their views.

Inspector

Susan King

Inspection findings

Effectiveness of the leadership and management is good

Managers evaluate the provision and implement plans for improvement. For example, managers analysed information about children's progress. They noticed that children were at risk of underachievement in using and understanding numbers. They trained practitioners and worked with parents. This helped everyone to identify and make better use of opportunities to count and calculate with children. Safeguarding is effective. Managers attend training that keeps their knowledge of local child protection arrangements up to date. Practitioners know the action they must take if they consider that a child is at risk of harm. Managers unfailingly follow safe recruitment procedures.

Quality of teaching, learning and assessment is good

Practitioners know children well and make effective use of incidental opportunities to extend children's learning. Children take part in daily adult-led activities in small groups. For example, pre-school children join in with an interactive story that helps them to begin to link written letters with the sounds that they represent. Children talk about and begin to use numbers. For example, younger children gather for group time and notice that there are two children who have the same name. In a further example, pre-school children think hard about which number comes next when they change the date on the calendar. This helps children to understand how time is measured.

Personal development, behaviour and welfare are good

Practitioners are positive role models and children learn to respect and be kind to other people. Children follow well-established routines that help to promote their independence and self-esteem really well. For example, they confidently find their own basket and proudly put their work into it, ready to take home. Children enjoy the challenge of adventurous play. For example, they eagerly demonstrate that they can climb safely up and over the side of the climbing frame. This helps to promote their strength and fitness. Children are kept safe because practitioners carefully follow the pre-school's robust procedures. For example, practitioners report children's accidents and injuries to parents.

Outcomes for children are good

Children acquire the skills and knowledge that prepare them well to start school. Managers use additional funding effectively to support children whose starting points are below those of other children the same age. Gaps in attainment close steadily. Children listen to stories with interest and enjoyment and can recall the main events and characters. Pre-school children can find their own written name and attach it next to the picture of their key person. Children can pour their own drinks. They know that they must put wellington boots on to play outside, when the grass is muddy. Children develop independence in using the toilet and know they must wash their hands before they eat.

Setting details

Unique reference number	EY497713
Local authority	Wirral
Inspection number	1036320
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	40
Number of children on roll	58
Name of registered person	Penguins Nurseries Ltd
Registered person unique reference number	RP901704
Date of previous inspection	Not applicable
Telephone number	0151 608 0768

Prenton Penguins Nursery registered in 2016. The nursery employs 11 members of childcare staff. Of these, one holds an early years qualification at level 6 and six staff hold qualifications at level 3. Two members of staff hold early years professional status and one holds early years teacher status. The nursery opens from Monday to Friday, during school terms. Sessions are from 8.45am until 3.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

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