

Penguin Pre-School

7 Siband Close, Peak Lane, Fareham, Hampshire, PO14 3BA



Inspection date

21 May 2018

Previous inspection date

14 December 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 and her staff team work well together and are focused on their drive for continuous improvement. They have successfully addressed the recommendations made at the last inspection and work hard to continually develop and improve the pre-school.
- Staff make good use of new skills they gain to support children's ongoing learning. For instance, they have developed effective teaching skills to develop younger children's communication and language. Outcomes for children are good.
- Children are making good progress in their learning. They are happy and inquisitive learners, who benefit from the wide range of learning experiences that are provided.
- Children develop warm attachments to staff through the fully embedded key-person approach. Parents comment positively on how staff support children and their families and work closely with them to promote consistency in children's care and learning.

It is not yet outstanding because:

- The organisation of some group activities for younger and less confident children does not consistently engage them and encourage their participation fully.
- The manager is yet to extend the monitoring of children's development to precisely analyse the impact of teaching on the progress made by different groups of children.
- Staff do not fully help children to understand the importance of making healthy food and drink choices from their lunchboxes to help them learn about healthy lifestyles.

What the setting needs to do to improve further

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

- develop the organisation of activities for younger and less confident children, so that they can fully participate and engage in the learning experiences provided
- enhance the monitoring procedures to analyse more precisely the impact of teaching for different groups of children
- support children to make better choices about what they eat and drink to promote their awareness of healthy eating.

Inspection activities

- The inspector observed the quality of teaching, indoors and outside, and the impact this has on children's learning.
- The inspector spoke to the management team, staff and children at convenient times during the inspection.
- The inspector spoke to some parents during the day and took account of their views.
- The inspector checked evidence of the suitability of staff, confirmation of staff training, recruitment procedures and policies. She looked at a selection of children's records and discussed safeguarding procedures and the self-evaluation process
- The inspector carried out a joint observation with the manager.

Inspector

Tara Naylor

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of their roles and responsibilities to keep children safe and what action they would take if they had concerns about a child. Senior staff work closely with other professionals to ensure any concerns about children's welfare are quickly addressed. The manager and staff monitor individual children's progress to quickly identify any gaps in their learning and put plans in place to close these quickly. This has a positive impact on how children catch up with their peers and contributes to their ongoing good progress. The manager monitors staff performance effectively and has regular discussions with them to ensure they continually provide good-quality teaching experiences for children.

Quality of teaching, learning and assessment is good

Staff are well qualified and understand how children learn and develop. They complete accurate observations of children's progress and plan for their next steps effectively. Staff help children to become inquisitive and curious learners. For instance, they help older children to learn how to write their names on their artwork and teach them about the different letter sounds. Staff help younger children to gain good speaking skills. For example, they show them how to shape their mouths to pronounce particular letter sounds. This helps children to communicate confidently and clearly to staff and their friends. Staff help children to think through and communicate their ideas well. For instance, as staff read the story of 'The Very Hungry Caterpillar', they encourage children to talk about what the caterpillar has eaten and what happens next in the story.

Personal development, behaviour and welfare are good

Children enjoy a variety of activities to develop their physical skills in active play. For instance, children learn how to balance and push themselves on bicycles and toy cars. Children behave well. Staff promote a polite and courteous environment. Children quickly learn how to share and take turns with toys and play cooperatively with their friends. Children develop secure attachments with staff, helping them settle into the pre-school. Staff gather a good range of information from parents when children first start to help support children's emotional well-being and their ongoing care needs.

Outcomes for children are good

Children make good progress from their starting points and develop skills that prepare them well for their future learning, including the eventual move on to school. Older children gain good writing and early reading skills. Younger children are confident in attempting new tasks. For instance, they manage their personal needs well as they find their hats and sun cream in readiness for outdoor play. All children are motivated to learn and gain an interest in the wider world. For instance, they learn how to care for the fruits they grow, helping them understand about the natural world.

Setting details

Unique reference number	507833
Local authority	Hampshire
Inspection number	1128318
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	18
Number of children on roll	17
Name of registered person	Naval Under Fives (Eastern Area) Committee
Registered person unique reference number	RP519689
Date of previous inspection	14 December 2015
Telephone number	077 7315 4772

Penguin Pre-School registered in 1985 and is based in Fareham, Hampshire. The pre-school is open on Monday to Friday from 9.10am to 3.10pm, during term time. There are three staff who all have relevant childcare qualifications at level 3 or above. The pre-school receives funding to provide free early education for children aged two, three and four years.

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

