

Inspection of Pennies Day Nursery Ltd

Thornbank, 149 Hockers Lane, Weaving, Maidstone, Kent ME14 5JY

Inspection date: 1 December 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children fully engage in an exciting range of activities and learning experiences. For instance, younger children explore paint textures and colours, and older children investigate fruit teabags, thinking about different smells and strengths of colour. They smile and interact with staff and each other, showing they feel safe and beam with pride when they are celebrated for their achievements.

Children access a caring and inclusive environment that staff create, where children are kind to each other, share resources and take turns with support from staff. Children enjoy each other's company and staff support them in making good friendships.

Staff know the children and their interests well and plan interesting activities to support this, which promotes learning and the use of language for all children. Children enjoy both small and larger group times. They enjoy cuddling up on staff's laps to read their favourite story and sing and dance along to familiar nursery rhymes. They also take pleasure from learning in a large outdoor area where staff help them to use walkers, cars, chalk and balancing equipment.

Although COVID-19 has prevented parents from entering the nursery, staff have worked well on using other ways to continue supporting families and involving them in their child's learning journey.

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

- Leaders and staff are clear about the intent of the curriculum and have a shared vision for children's learning. It is ambitious for all, including children with special educational needs and/or disabilities, where extra support is put in place so they can access the same experiences. This enables all children to make good progress.
- Staff support children to develop good communication skills. They model back language and extend children's vocabulary through planned experiences. For example, staff use words such as 'dilute' and 'diffuse' when playing with water and colour.
- Those children who have identified gaps in their communication and language development receive targeted support. Also, for children who speak English as an additional language, staff ask parents to provide words in their home language to support children's understanding at nursery.
- Staff liaise closely with external agencies to support children's well-being and development. For example, physiotherapists support staff to use funding to find appropriate apparatus. This means that children with disabilities can access learning and enjoy the opportunities on offer.

- Children demonstrate good behaviour towards each other and towards their learning. For example, children learn to cooperate and work together while playing 'What's the time Mr Wolf?', negotiating turn taking. Children demonstrate high levels of curiosity, concentration and enjoyment in their learning, enabling them to acquire new skills.
- Partnerships with parents are strong. Parents speak highly of the quality of care and education their children receive. They comment that they feel listened to and that staff are responsive and quick to act. This supports children to feel safe and promotes learning across home and nursery.
- There is an established key-person system in place, which works effectively for older children to support them in making close bonds and promoting independence. However, this is slightly less effective with younger and newer children who sometimes find it difficult to form secure bonds quickly.
- Leaders and staff work very well to make transitions within the nursery a good experience for children. They are planned for when children are ready, and they ensure they enjoy interesting activities, such as mixing up sparkling Christmas play dough. This supports children's emotional security and builds their confidence.
- Staff enable children to learn about other cultures and use parents to support this learning. They celebrate different cultural festivals and children have shared making their favourite foods from home with other children. This helps children to understand equality and diversity in our world and feel valued as an individual.
- Children explore the outdoor area with enthusiasm and enhance their physical development and understanding of taking risks in a safe, supported environment. Children enjoy balancing on the obstacle course, climbing frames and negotiating space using different ride-on toys.
- Leaders' knowledge of the curriculum and vision for providing high-quality inclusive care to all is strong and robust, helping to support staff and ensure learning is good for all children. Staff access regular training, which enables them to deliver good quality teaching to all.
- The leadership team give high consideration to staff well-being. They develop close, supportive relationships, resulting in staff feeling valued and appreciated. This helps them to focus on the children and provide good quality care and education.

Safeguarding

The arrangements for safeguarding are effective.

Staff, including the designated safeguarding leads, have a clear understanding of child protection and the wider aspects of safeguarding. All staff complete regular training and additional training is sought to ensure the safety, inclusivity and well-being of all children and staff. Staff are clear about the process to identify and refer any concerns about a child quickly. This supports children and their families' well-being. Staff undertake effective risk assessments of the nursery environment, which helps to reduce and minimise any potential hazards.

What does the setting need to do to improve?

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

- strengthen the key-person system when new and young children first start to attend, to enable them to develop even stronger bonds from the outset.

Setting details

Unique reference number	127442
Local authority	Kent
Inspection number	10128559
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	55
Number of children on roll	505
Name of registered person	Pennies Day Nursery Limited
Registered person unique reference number	RP900704
Telephone number	01622 630207
Date of previous inspection	25 February 2016

Information about this early years setting

Pennies Day Nursery registered in 1999. It is situated in Weaving, near Maidstone, Kent. The nursery opens from 7.30am to 6.30pm each weekday throughout the year, with the exception of public holidays. The provider employs 28 members of staff; 22 of whom hold appropriate early years qualifications. The provider receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Nina Harvey

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- Leaders and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation with the leader, spoke with staff, interacted with children and viewed appropriate documentation.
- Parents shared their views about the setting with the inspector.

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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