

Inspection of Pennies Mark Cross

Brandywell, Mark Cross, Crowborough TN6 3PJ

Inspection date: 7 August 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children benefit from a challenging curriculum that is planned to reflect their individual interests. The well-targeted and consistent methods used to promote language help children develop into confident speakers as they move through the nursery. All children, including those with special educational needs and/or disabilities (SEND), love to spend time outside. Staff skilfully organise outdoor areas to encourage all children to explore and discover. The youngest children develop their strength and coordination, using the purposefully positioned furniture and wall bars to pull themselves up and learn to walk. Older children display control of their bodies as they run, climb and dig.

Children of all ages are enthusiastic and motivated learners. They respond very positively to the caring interaction of staff. Children behave well and gain very good social skills. Babies develop a sense of security as they form attachments to their trusted key person. Older children create strong friendships and learn to work very cooperatively to devise elaborate role-play games. Older children also display an impressive understanding of the rules of games, such as 'Duck, duck, goose'. They show a mature awareness of the feelings of others, as they purposely choose children who have yet to have a turn. These skills combine to prepare children well for their future experiences in education.

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

- The leadership of the nursery and out-of-school provision is very effective. The manager values the support she receives from senior leaders. The staff team benefit from a strong focus the manager places on promoting their well-being. She provides guidance, mentoring and training to ensure that staff skills and knowledge continually develop. All staff work well together, and communication is highly effective. This helps to ensure that children's evolving individual needs are understood by all those caring for them. Children who attend the holiday provision are excited to discuss the activities that they have enjoyed.
- Staff set precise and appropriate short-term goals for each child, and parents are included well in this process. All staff know how to support children to reach these goals. They do this through planning activities based on each child's interests, and through their interactions when children are enjoying freely chosen play. There are occasions when group activities are not organised quite as effectively as possible. Some staff do not fully consider practical issues, such as where to position themselves and children so that everyone can be fully engaged. However, overall, teaching is strong in all rooms.
- The manager and staff are united in their aim to promote children's independence and to help them to flourish as unique individuals. All children are treated with respect, and their views and opinions are fully considered. Children

are confident to use the knowledge they have gained over time to work things out. For example, older children apply their understanding of shape, size and weight, as they construct seats and tables for their teddy bears using large foam bricks. Very young children independently fill and use watering cans to water plants and trees in the garden.

- There are good arrangements to promote children's creativity. In addition to the very popular role-play games, children engage in a lot of art and craft activities. Staff support this well. For example, they have recently bought small pots of paint, so that children are able to pour these to mix colours.
- The needs of children with SEND are fully understood and their care and learning is coordinated well. Staff work with parents and relevant professionals to devise and implement individualised plans, aimed at helping children to reach their full potential.
- Children's health is promoted well. Each child's individual dietary requirements are included in the nutritious menus. Food is prepared on site and staff follow appropriate food hygiene arrangements. Children receive the support they need to become independent in their toileting and self-care.
- Staff provide a range of activities that help children to learn about diversity. For example, staff plan experiences to mark a selection of festivals, particularly those that have relevance to children attending. However, overall, the focus on helping children to learn about the lives and experiences of people outside of their own experience is less ambitious than other areas of learning.
- Partnerships with parents are strong and effective. Information sharing is good, and parents receive a lot of support to extend their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager and deputy take the lead for safeguarding and securely understand their roles and responsibilities. They ensure that staff have the knowledge they need to identify and respond to child protection concerns, through training and discussion at team meetings. Staff are aware of the procedures to follow should they have concerns about the behaviour of a colleague and there is an effective process to respond to any allegations.

What does the setting need to do to improve?

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

- support staff to more fully consider the organisation of planned and spontaneous group activities to involve all those taking part as fully as possible
- enhance the opportunities for children to develop a broad knowledge and understanding of the lives and experiences of other people in their community and the wider world.

Setting details

Unique reference number	EY498253
Local authority	East Sussex
Inspection number	10304350
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 9
Total number of places	61
Number of children on roll	67
Name of registered person	Pennies Day Nursery Limited
Registered person unique reference number	RP900704
Telephone number	01892 852187
Date of previous inspection	10 May 2018

Information about this early years setting

Pennies Mark Cross registered in 2016 and is situated in Marks Cross, near Crowborough. It opens every weekday from 7.30am until 6.30pm, for 51 weeks of the year. There are 21 members of staff, 13 of whom hold qualifications at level 3 or above. One member of staff holds early years teacher status. The nursery is in receipt of funding to provide early education to children aged two, three and four years.

Information about this inspection

Inspector

Liz Caluori

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager led the inspector on a learning walk through all areas of the nursery and discussed the intent for children's learning.
- The inspector observed the interaction of staff and children during a range of activities, inside and outdoors.
- The manager and inspector jointly observed two activities and reflected on the quality of teaching.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- The views of parents were obtained and considered.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023