

Inspection of Penguin Pre-School

7 Sibland Close, Peak Lane, FAREHAM, Hampshire PO14 3BA

Inspection date:

27 February 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children arrive happy and excited to start their day. They are greeted by the kind and friendly staff, who know them very well. Children are supported by the attentive staff, who swiftly help them to settle with ease. As a result, children develop self-confidence and are able to quickly find stimulating activities to settle into. Children feel safe, secure and valued. This is because of the noticeably strong bond between staff and children. Staff gently encourage children to be kind, caring and respectful. As a result, children are extremely well-mannered.

Children flourish at the pre-school. Leaders and staff have high expectations for children's learning and development. They complete comprehensive assessments and observations of what children know and can do, to determine their starting points. They use this information to plan for children's next steps in learning. Children benefit from challenging activities that are designed to help them think for themselves and to develop problem-solving skills. The curriculum is embedded consistently and securely throughout the provision. As a result, all children, including those with special educational needs and/or disabilities, make excellent progress.

Staff provide rich opportunities for children to learn about different cultures. For example, children enjoy making Caribbean fruit salad during visits from people in the local community, and they learn words related to different languages. Furthermore, they are introduced to musical instruments from different countries, such as bagpipes. These experiences help children to develop an understanding of and respect for diversity.

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

- Leaders and staff are passionate about the service that they provide. They offer an extremely ambitious curriculum for children. Staff tailor learning to children's interests and needs. Children learn through a meaningful and well-sequenced curriculum that is child led. For example, children's interest in a story about a lighthouse inspired staff to incorporate this interest into children's learning. This resulted in children creating a large-scale lighthouse with a working light. Children are fascinated and speak excitedly about what is being taught. As a result, children are confidently able to recap on previous learning.
- Leaders place great emphasis on professional development for all staff. This ensures that all staff are fully able to fulfil their roles and responsibilities and provide the highest quality care and education. Leaders ensure that staff are supported through regular appraisals. Staff are encouraged effectively to access training that they are interested in, such as mental health awareness training. Leaders ensure that staff feed their knowledge and understanding back to the

team. This helps all staff to feel included and valued.

- The inspirational leadership team consistently reflects and evaluates to make improvements to the pre-school. Leaders include ideas and feedback from staff, parents and children in the changes they make. For example, they secured funding to improve the outdoor space and make it more accessible to children in all weathers. Furthermore, leaders visit other settings for ideas to enhance the provision. For instance, they have developed a problem-solving room. This encourages children to experiment with new ideas for play.
- The special educational needs coordinator provides excellent support for children with special educational needs and/or disabilities (SEND). She is highly experienced and passionate about improving outcomes for all children. She quickly identifies children who require extra support and makes swift referrals. She works alongside staff, parents and other professionals. Furthermore, all staff have received training to support children with SEND. They use Makaton signing and visual aids to further support all children to access the curriculum.
- Children's behaviour is impeccable. This is because staff have high expectations and securely embedded routines. As a result, all children know what is expected of them. They immediately respond to instructions; for example, during adult-led activities, children show respectful behaviour, such as listening, taking turns and helping their peers.
- Leaders demonstrate a strong commitment to working in partnership with parents. The pre-school provides care and education for children of armed forces and civilian families. Staff provide 'comfort boxes' to support children and families, such as when a parent is deployed. Parents highly praise the dedicated and supportive staff. They comment that children are 'thriving'.
- Children develop an excellent understanding of healthy lifestyles. Staff provide healthy food options during the snack routine, such as a variety of fresh fruit. Furthermore, staff organise visits from local charities to teach children about good oral health. This supports their good physical development.
- Staff support children very well to develop independence skills. For example, during an adult-led activity, staff support children to develop mathematical knowledge of measurement. Children measure and mix ingredients to make their own dough. They confidently experiment with food colouring to change the colour of the dough.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	507833
Local authority	Hampshire
Inspection number	10317306
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	18
Number of children on roll	15
Name of registered person	Naval Under Fives (Eastern Area) Committee
Registered person unique reference number	RP519689
Telephone number	077 7315 4772
Date of previous inspection	21 May 2018

Information about this early years setting

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 four members of staff. The manager holds a relevant qualification at level 5. One member of staff holds a level 3 qualification and one is qualified at level 2. The pre-school provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Loretta Murphy

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the pre-school.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector completed a joint observation with the manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector looked at relevant documentation and took this into account in their evaluation of the pre-school.
- Parents shared their views of the pre-school 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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