

# Penguin Naval Under 5's Pre-School

Inspection report for early years provision

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**Inspector** Lilyanne Taylor

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**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## Description of the setting

Penguin Naval Under 5's Pre-School is one of eight settings managed by the trustees of the Naval Under Fives Organisation which has charitable status. It was registered in 1985 and operates from an end of terrace naval house in the Fareham area of Hampshire. The pre-school has sole use of the premises and there is a fully secure garden area for outdoor play.

The pre-school is registered on the Early Years Register. A maximum of 18 children from the age of two years may attend at any one time. Currently there are 27 children on roll, some attending part-time. Funded early education is provided for three and four year olds'. Support is provided for children with special educational needs and for children who speak English as an additional language.

The organisation employs four staff to work with the children; three hold National Vocational Qualifications to level 3 and one is working towards achieving the same.

The operational hours of the setting are Monday to Friday 9:10am to 3:10pm during term time.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are provided with a safe, secure and stimulating place to learn and play. They are making good progress with their learning and development because staff take into account their unique needs. Overall, links established with parents, other agencies and some Early Years Foundation Stage (EYFS) providers ensure children receive care and education appropriate to their needs. Management and staff continuously evaluate the service they are providing and make improvements which benefit the children. For example, the outdoor play area has been fitted with an all weather surface which means children now have the opportunity to choose whether play indoors or outdoors all year round.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue developing systems for exchanging information with other EYFS providers children attend to ensure all children's learning and development is able to be continuously supported
- ensure all parents are aware of how they can contribute to the evaluation process of the setting by reviewing the existing systems used for seeking their views

## **The effectiveness of leadership and management of the early years provision**

Children are protected because all staff have a sound understanding of safeguarding procedures and know what to do if they should have concerns about a child. Adults working in the pre-school undergo a robust vetting procedure to indicate their suitability to work with young children and records listing police checks are regularly updated. Staff deployment in all areas of the pre-school is effective and ensures children are supervised well at all times. Written risk assessments are in place for the premises and outings and daily safety checks are carried out throughout the pre-school.

Children are cared for by a qualified and experienced staff team in an environment that is welcoming. Policies and procedures are shared with parents and effectively carried out in practice. An effective key person system ensures staff are aware of the unique needs of the children they have responsibility for. All necessary permissions sought ensure children are cared for in accordance with their parents' wishes.

Flexible daily routines allow children to experience a varied range of activities, both indoors and outdoors, which support all areas of their learning and development. Facilities are very well resourced and equipment is stored safely and in the main at a low level so children are able to self-select.

Staff work very effectively as a team and are committed to ensuring all outcomes for children are positive. Improvements that have been made in response to recommendations raised at the last inspection have had a positive impact in the promotion of children's good health and ensuring their safety. Children are also supported to be independent during routine activities and they are gaining an understanding of numbers. Through the effective verbal interaction of staff children's knowledge of letter shapes and sounds is developing.

Staff have a very effective partnership with parents and they work closely with outside agencies. This ensures all children with special educational needs and those for whom English is an additional language are well supported. Detailed information obtained from parents about their children at the time of admission is used to inform the care provided and as a starting point for their future care and education. Parents express they are extremely satisfied with the standard of care and education their children receive and all staff are very supportive and approachable.

Through regular discussions with staff parents are informed of the progress their children is making. In addition they are able to view their children's records at any time and take them home to share with other members of the family. At this time staff are aware that some children's fathers are not at home for periods of time because of their employment and they are exploring ways on how this information can be shared with them. This will mean that they too can be fully involved in their children's learning. Systems for sharing information with other EYFS providers children attend are still in their infancy and as such an effective partnership has

not yet been established with all providers.

Overall, systems used to evaluate the pre-school are good. Staff are able to identify and draw up an action plan for areas identified for improvement and/or development. This demonstrates they have the capacity and commitment to maintaining continuous improvement. The evaluation process takes into account the views expressed by parents'; however, staff are unsure that the system used to gain this information is reaching all parents.

## **The quality and standards of the early years provision and outcomes for children**

All children gain a sense of belonging. staff greet children at the door by name and samples of their work and photographs of them engaging in a wide range of activities adorn the walls of the pre-school. Good settling-in procedures enable children to become familiar with the surroundings and the adults whose care they will be in. As a result, children settle quickly, enjoy their time in the pre-school and establish good relationships with all staff.

Children behave well. Clear and consistent boundaries along with explanations from staff help them to understand what is expected of them. In addition, they are fully occupied in activities that interest them. Children are learning to share, take turns and to gain a concept of time; they use a sand timer to show when it is time for them to allow other children to use the computer. Most children enjoy using the computer and manoeuvre the mouse with increasing control when playing educational programs. Children enjoy operating simple electronic toys and are becoming aware that toys make different sounds and can change direction by pushing various buttons.

Staff act as good role models in the way they talk to the children. Consequently, children are very polite and their confidence and self-esteem is raised through the praise they receive for their effort and achievements.

Staff are confident in their knowledge of the EYFS and procedures they use to monitor children's progress are working effectively. Through a mix of photographs and written observations a record of the stage of learning each child is at is built up, this then informs the planning for their next steps. Many of the activities staff plan for children are based on their interests and evolve from the children's own initiation. For example, in response to children's interest in role play a 'Penguin café' was created in the outdoor play area and from this children have now created a pizza parlour. During the recent snowfall children wanted to explore. While outdoors they learnt that if they pushed the snow together it made a ball. They then watched and discussed with staff the changes that occurred when this was placed in a water tray.

Various methods of teaching such as Makaton signing, picture representation and the use of real objects, support all children to develop their communication, language and literacy skills. Children are becoming confident talkers and like to share with others what they are doing. For example, when playing with bubble

wrap they laugh as they make the bubbles pop commenting on how some are big and some are small. Plenty of mark making with crayons, chalks and paints takes place and some older children are beginning to show an interest in writing their own name.

Parents are invited into the setting to share their professions and home language with the children. As a result children are beginning to gain knowledge of some words spoken in Spanish and the roles of various people who help them such as a policeman, nurse and members of the Forces.

Through being involved in the drawing up of risks assessments for some of the activities they engage in, children are becoming aware of good hygiene practice and how they can keep themselves safe. For example, when cooking children are aware they must not touch the oven because it is hot and if they touch their noses they need to wash their hands to get rid of the germs.

Children are developing a good understanding of how to follow a healthy lifestyle, playing outdoors in the fresh air daily. They help with the growing of vegetables and soft fruit, which they harvest and eat as part of the very healthy snacks provided. Children have some opportunities to help with the preparation of snacks and through doing so are learning how to handle utensils, such as knives, safely. They are able to quench their thirst throughout the day as fresh drinking water is available at all times.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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