

Inspection of Penn Road Children's Centre Early Years Service

Penn Road, Slough SL2 1PG

Inspection date:

2 December 2024

Overall effectiveness	Good
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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 enter this vibrant and welcoming setting with great excitement. They show familiarity as they put away their belongings and engage in interesting activities of their choice. Staff warmly interact with children, talking to them positively as they play. They gather detailed information from parents from the start and use this effectively to support children to settle into the nursery's routine. Caring and attentive staff make regular checks to ensure children are happy. Children demonstrate that they feel secure and comfortable.

Overall, leaders and staff plan an effective educational programme that gives children a good start in life. Core skills, such as independence is encouraged from an early age. Children learn to feed themselves at mealtimes. Even the younger ones successfully put on their coats using a 'coat trick' taught by staff. Children love to take on roles of responsibility. They are committed to carrying out the set tasks to the best of their abilities, such as being a helper at lunchtimes.

All staff model important social skills of kindness and respect. This is reflected in how children share resources. Children develop early friendships and demonstrate excellent behaviour. For example, when given the time and space by staff, older children collaboratively explore during free play. They take turns to use the equipment and help each other. This is illustrated when children investigate a problem that arises where they want to remove floating toys out of a narrow cylinder already full of water. They try out a multitude of ideas, respecting everyone's contributions. Children eventually reach a satisfactory conclusion.

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

- Leaders and staff are passionate about providing a high quality of care and education. This is demonstrated well when developing children's understanding of ways to lead a healthy lifestyle. All children have daily access to fresh air. They take part in strenuous physical activities to build their stamina. Children are supported to grow fruits and vegetables and know these are good for their health. Children clean their hands thoroughly with soap and know the germs are 'washed away'. They are reminded by staff to drink water to keep hydrated throughout the day. This shows that children learn to stay fit and well.
- Supporting children's emotional well-being is a key feature. Staff effectively teach children to learn about feelings and emotions through the use of books and sensitive interactions. For instance, they share 'the colour monster' story and talk about times when children may feel sad, happy or angry. Staff use visual prompts with younger children and detailed explanations with older ones to help them understand how their actions can affect others. Children show extremely enthusiastic attitudes to learning, such as when dancing to music.

They smile and giggle as they express themselves creatively and imaginatively.

- Through leaders' evaluation of the provision on offer, they have identified a need to implement additional language programmes for children who display emerging gaps in their communication and language. Although some of these strategies are proving successful, there is scope for further development. Staff do not always plan and teach some interventions precisely enough for children to fully benefit. They do not consistently use a step-by-step approach that builds on individual children's existing knowledge and understanding of language.
- Indoor and outdoor learning environments for each age group are well-organised. There is a wealth of first-hand opportunities which ignite children's natural curiosity. Children show immense confidence to explore openly and freely. In the main, staff's interactions extend children's investigations, such as encouraging them to spot the similarities and differences between the features of slugs and snails found in the garden. However, these high quality interactions are inconsistent across the setting. There are times when staff interrupt children's play, while they are fully engrossed in what they are doing. This can lead to children losing focus and interest.
- Children develop a real love for books. Leaders and staff identify appropriate texts which are repeatedly shared with children. In this way, children hear rich language structures and begin to use them in their speech. In addition, children learn about the story features, such as understanding how a character's mood changes as a result of the plot. Children practice retelling the story in the correct order, understanding that stories have a beginning, middle and end.
- Parents are highly complimentary about the leaders and staff. They value the daily updates they receive via the online application and comment positively on the progress their children make. Parents share the photos and videos they receive with their children. This gives children the opportunity to talk about their experiences and consolidate their learning.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- strengthen teaching of specific language interventions to ensure all staff consistently build on children's knowledge and understanding in a more targeted way
- support all staff to recognise the most appropriate times for them to intervene more purposefully in children's spontaneous play.

Setting details

Unique reference number	EY541755
Local authority	Slough
Inspection number	10367578
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	1 to 4
Total number of places	100
Number of children on roll	68
Name of registered person	Slough Borough Council
Registered person unique reference number	RP541754
Telephone number	01753 574420
Date of previous inspection	14 February 2019

Information about this early years setting

Penn Road Children's Centre Early Years Service registered in 2016. The centre is located in Slough, Berkshire. The setting operates Monday to Friday, from 8am to 6pm, all year round. There are currently nine staff working with children, all of whom are qualified in early years childcare at level 3 or above. The setting receives funding to provide free early education for children aged two, three and four years. It is eligible to receive this funding for children from nine months old.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- The manager, nominated individual and inspector completed a learning walk together and discussed how the curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager and discussed the quality of teaching.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector and the manager carried out a joint observation of a communication and language activity.
- Parents shared their verbal and written views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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