



Panda Pre-School

Inspection report for early years provision

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| Unique Reference Number | EY339662 |
| Inspection date | 22 January 2007 |
| Inspector | Susan Magaret Lyon |
| Setting Address | Christ Church Community Rooms, Block Lane, Chadderton, Oldham, OL9 7QB |
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| Registered person | Werneth and Freehold Community Development Project |
| Type of inspection | Integrated |
| Type of care | Sessional care |

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Panda Pre-school was registered in 2006 to provide sessional care for 36 children. The playgroup operates from three community rooms within a church building in Oldham. The group opens from 09.15 to 11.45 Monday to Friday, term time only. There are six members of staff, all of whom are qualified. The playgroup provides care for children from the local community. There are currently 30 children on roll. Eleven children are in receipt of educational funding. The playgroup supports children with learning difficulties and/or disabilities, and children who have English as an additional language.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children understand good hygiene practices, such as washing hands after toileting and before food, and using tissues appropriately. They are cared for in a clean and hygienic environment. Children are protected from infection through an effective exclusion policy being in place, and the use of paper towels in the bathroom. Staff have a clear understanding of the importance of good hygiene when changing nappies.

Staff are fully committed to providing children with opportunity for fresh air and exercise. Children enjoy physical activities using a wide range of equipment, such as bikes, hoops, bats and balls. Their physical health is further promoted through indoor activities, for example, dance and music and movement. Children rest or sleep according to their individual needs.

Children are nourished through healthy snacks, such as fresh fruit. They learn about healthy eating through displays, pictures and discussions with staff about foods that are good for them. Children respond well to serving their own food and socialising with their peers during snack time. Staff have a good understanding of the importance of providing water and children enjoy pouring their own drinks.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The play areas are colourful, warm and welcoming to children and parents. Children are able to move around safely and confidently due to the effective organisation of furniture and resources. They use a good range of quality toys and equipment, which is all checked daily for safety and cleanliness. Children are cared for in a very safe and secure environment due to several precautions being in place, for example, socket covers, doorbell system on front door and use of the visitors book. They are protected from harm through detailed risk assessments that are carried out to minimise hazards.

Staff place high priority on children's safety when taking them out, for example, high ratios are put in place and wrist bands used. Children learn to keep themselves safe because the staff have a high level of awareness of safety, such as showing them how to hold and carry scissors safely. Children's safety is enhanced due to staff having a good awareness of fire precautions. Children develop an understanding of fire precautions through being made aware of and practising the emergency evacuation plan. Children are well protected because the staff are clear and knowledgeable about their roles and responsibilities in a child protection situation. They are fully aware of signs and symptoms of abuse and a designated member of staff takes responsibility for liaising with appropriate agencies.

Helping children achieve well and enjoy what they do

The provision is good.

Children engage well in a good range of age-appropriate and interesting activities to foster their all-round development; for example, marble rolling in paint and making bird feeders. Children play happily and cooperate well together in their self-chosen activity, such as holding hands and playing jumping games together. They acquire new knowledge and skills through the staff skilfully asking them questions to make them think, such as 'how many yellow bricks can you see?' Children develop confidence and self-esteem due to staff giving them lots of attention and support. Children are happy and settled. They are eager to play and join in activities and clearly enjoy each other's company. Young children can explore and show interest in a range of natural materials, such as sand, corn flour, bubbles and dough, to develop their senses. Through a wide range of art and craft materials children develop their imagination and creativity, thus promoting their sense of achievement and enjoyment, for example, by making sticking pictures to take home.

Nursery Education.

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage curriculum and use this to provide a rich learning environment covering the six areas of learning. Children make good progress towards the early learning goals through purposeful and developmentally appropriate experiences, such as pouring their own drinks and spreading jam on their toast. Staff are confident in observing and recording what children can do and use this information to plan the next steps in children's learning. Staff recognise and value a child's individuality through learning and using some appropriate words in the child's home language, and reading stories and books in different languages. Children's use of speech and language is well supported by staff through good use of puppets and sign language.

Children show increasing independence in selecting and carrying out activities, such as collecting their own plates and cups at snack time. Most children separate from their main carer with confidence and eagerly join in activities. Staff are warm and caring and offer comfort and cuddles when new children are upset. Children enjoy identifying their name-card on entry to the setting, promoting their sense of belonging. Children draw and paint freely using a good range of implements, such as pencils, brushes, pens and chalks. They frequently give meaning to marks, such as 'I'm making spiders', when drawing a picture. Children listen to stories well and join in familiar words. They enjoy rhyming and rhythmic activities, for example, singing the 'goodbye song' with actions. However, due to limited displays of written words and letters, children lack the opportunity to develop an interest in print in the environment. Children successfully use one-handed tools and equipment, such as rolling pins and cutters when shaping the dough.

Children show a lot of interest in numbers and counting. They confidently count up to five and use size language when constructing large models with the bricks, for example, 'I'm making a big tower.' Children enjoy joining in with number rhymes and songs, such as '5 speckled frogs'. They confidently explore a variety of objects in the investigation box, for example, magnifiers, cameras and telephones. They know how to operate simple equipment, however, children have limited opportunity to develop an interest in information and communication technology due

to lack of equipment. Children show great interest in the world in which they live, for example, they study spiders using magnifiers, and make and hang bird feeders in the outdoor play area.

Children show interest in exploring paint in a variety of ways. They develop their imagination well through noticing what adults do and imitating what is observed, for example, a child walks around while chatting on the mobile phone. They happily join in favourite songs at circle time. Children engage well in role play based on first hand experiences, such as making chapattis and putting them in the oven to bake. They are keen to participate in activities requiring hand and eye coordination, such as threading. Children respond well to rhythm and music by happily joining in actions songs at circle time. They competently move in a variety of ways, such as running, climbing and pedalling. Children show good awareness of their own needs with regard to eating and hygiene, as they choose when to eat and know to clean hands after food.

Helping children make a positive contribution

The provision is good.

Children are valued as individuals. They are cared for by staff who work with parents to obtain information regarding food allergies, special requirements, likes and dislikes. Children feel a sense of belonging because they enjoy positive relationships with each other and the staff. Children develop good awareness of own needs and the needs of others, for example they learn sign language at circle time. Children become aware of the wider world through a good range of play resources reflecting colour and culture, such as dolls, jigsaws and books. Strong emphasis is placed on valuing diversity through the displaying of positive images, the recognition of festivals from other countries and the respect shown to dual-language families.

Staff are fully committed to including all children and take positive steps to promote inclusion, such as reviewing play plans and providing specialist equipment. Children's welfare is protected as the staff are knowledgeable regarding what to do in the event of identifying a child with learning disabilities and/or difficulties. Children behave very well. Staff provide a lot of positive reinforcing and children respond well to clear boundaries and explanations.

Partnership with parents is good. Parents feel welcomed into the setting and help out on a rota basis. Children's needs are met well through parents being given lots of information daily about how their child has been and what they have done. An information leaflet is provided for new parents, which is translated into other languages; as a result, parents feel valued and involved. Staff invite parents to meetings to discuss progress towards the early learning goals, however, information regarding the Foundation Stage is not always accessible to parents resulting in a lack of knowledge about their child's learning. Parents are recognised as the first educators of their children. They contribute to themes and topics through bringing in items and photos from home, or providing fruit for snacks. This contributes greatly to children's care and well-being. The setting fosters children's spiritual, moral, social and cultural development well.

Organisation

The organisation is satisfactory.

Children are protected because of effective recruitment and vetting procedures. The playgroup is well organised to provide sufficient cover for staff absences at short notice. Children are cared for well by staff with knowledge and understanding of childcare development. Required ratios are maintained at all times to support children's play and keep them safe. Documentation is in place and contributes to the safe and efficient management of the provision, however, the daily register contains insufficient information. Good deployment of staff contributes to children's enjoyment and achievement as they consistently interact with the children. Effective organisation of play areas and resources allows children to be independent and confident learners. A range of policies and procedures are in place and shared with parents, although a statement regarding bullying is not included. An effective key-worker system results in children settling well.

Leadership and management is good. Staff have completed Foundation Stage training and are involved in the planning for the curriculum to help children develop in all areas. An effective system is in place to identify weaknesses and put plans in place to bring about improvements regarding the delivery of the curriculum. There is formal evaluation of staff's performances through one to one supervisions and appraisals. The provision is managed and monitored well through regular team meetings. The leader motivates staff through valuing their ideas and input, and giving them areas of responsibility, such as providing activities relating to the 'Birth to three matters' framework. The leader supports further training, and children benefit from staff's commitment to broadening their knowledge and skills in childcare practices through further training. Good teamwork is clearly evident in the setting. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not Applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure hours of attendance are included in the register
- ensure the behaviour management policy includes a statement regarding bullying.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide opportunity for children to develop interest in print from books and the environment
- provide information for parents regarding the Foundation Stage curriculum
- provide opportunity for children to develop an interest in information and communication technology

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk