

# Pant Pandas Childcare Centre

Inspection report for early years provision

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<b>Unique reference number</b>	EY310362
<b>Inspection date</b>	14/09/2009
<b>Inspector</b>	Sheelagh Barnes
<b>Setting address</b>	Bryn Offa C of E Primary School, Rockwell Lane, Pant, Oswestry, Shropshire, SY10 9QR
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<b>Email</b>	
<b>Type of setting</b>	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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Pant Pandas Pre-school opened in its original premises in 1985. It presently operates from a purpose built annexe at Bryn Offa Primary School, which is situated in the village of Pant, North Shropshire. All six staff, including the manager, hold appropriate child care qualifications. The setting supports children with special educational needs and children who speak English as an additional language. It is easily accessible to adults and children with disabilities as it has a ramped entrance.

The setting is on the Early years Register and compulsory and voluntary parts of the Childcare Register. A maximum of 48 children may attend the setting at any one time and there are presently 64 children on roll. The setting is open each weekday from 8:00am to 6:00pm during term time. A breakfast club is also provided. A holiday club runs for children from the school or pre-school aged from two to 11 years. This started in the summer of 2006.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision at Pant Pandas is good and meets the needs of early years children well. They make good progress because staff organise an exciting and challenging range of opportunities. Children are kept safe because welfare requirements are held in high regard and are fully met in all aspects. Boys and girls from all backgrounds and of all levels of attainment are involved effectively in all activities because the setting is led well. The reflective and committed nature of the leadership ensures that there is a good capacity to improve.

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

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

- ensure children play a more dynamic role in their own learning taking more responsibility for offering ideas for future work
- develop greater independence and confidence in children in evaluating how well they have done.

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

This is a well run playgroup, because the experienced and committed manager is effectively supported by a hard working and caring team. Leaders know what the strengths of the setting are and are honest in their evaluation of what needs to be improved. For example, all of the recommendations of the previous inspection have been tackled and fully dealt with. As a result, the quality of the provision has swiftly and significantly improved still further. All checks and systems are in place

to ensure that children are kept safe, secure and happy. Good attention is paid to health and safety issues. Staff training ensures that all know what to do in all aspects of their work. A good programme of staff training has ensured that staff are well prepared and knowledgeable about the Early Years Foundation Stage. This has had a positive impact on the quality of planning and assessment, thus ensuring that children of all levels of ability make good progress in all aspects of their learning. Relationships with parents are good. Parents are appreciative of the care their children receive and the positive attitudes developed towards school as a result. Parents have a good knowledge about how well their children are progressing and appreciate the opportunity to talk to staff both formally and informally. There is a positive and beneficial link with the primary school with which the setting shares a site, which prepares children well for the next stage of their education.

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

Activities are carefully and conscientiously planned each week to provide interest and enjoyment for all of the children, dependent on their ages and previous attainments. This is further enhanced by the opportunities for the children themselves to choose what they want to take part in and to adapt activities. For example, children working with modelling clay in the afternoon spontaneously started to make 'spaghetti' and talked about the sound of the letter 's' following on from previous work on letter sounds in the morning. Parents are appreciative of the care their children are given and say how they appreciate how good communication is with staff. Children also say they enjoy coming to the daily sessions and after school club because they like making new friends and taking part in the many enjoyable activities.

Planning is effective in ensuring that children are provided with good opportunities across all areas of learning indoors and out. Staff use a 'key worker' system so that they get to know each child well and make accurate and careful observations and notes of the progress they all make. Children are given good opportunities to choose and to take responsibility, such as clearing up. As a result of the enjoyable and carefully tailored activities, children progress well. They are happy and feel safe and well cared for. However, opportunities for children to start to take responsibility for the choices they make are less regular. For example, children do not regularly record what activities they have chosen to take part in, or join in evaluating, with their key worker, how well they feel they have achieved and what they would like to try next.

Children's personal development and communication is particularly good because staff model and encourage considerate behaviour and purposeful questioning at all times. They are kept safe as a result of the careful and rigorous implementation of good policies and procedures. Healthy lifestyles are promoted effectively and there is good opportunity to work and play outdoors as well as inside. Children benefit greatly from the opportunity to dig and play in the garden and to see and taste the wide range of vegetables grown there by the playgroup and by pupils in the school. Any occasional accidents are dealt with promptly by staff who have

appropriate and up to date training. The snack time is used effectively for children to learn good manners and they are patient and polite as they sit at tables together. It is also used effectively to reinforce messages about healthy eating, as a good range of foods and drink are available for children to try over the course of each week.

Children behave and concentrate effectively because staff make sure that they spend time working with all groups and individuals productively. There are good links with the school with which they share a site. Children are well prepared for the next stage of their education as a result of their successfully developed social and key skills.

## 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

The quality of the provision in the Early Years Foundation Stage	2
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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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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met