

# Panda Play Playgroup

Inspection report for early years provision

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**Unique reference number** 205715  
**Inspection date** 18/10/2011  
**Inspector** Jonathan Davey

**Setting address** The Old School Hall, West Street, Winterton, North Lincs,  
DN15 9QG

**Telephone number** 07985 226803

**Email**

**Type of setting** Childcare - Non-Domestic

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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

Panda Play Playgroup opened in 1993 and is managed by a voluntary committee. It operates from The Old School Hall, a community centre, in the village of Winterton near Scunthorpe. It serves children and families living in the local area. Facilities, such as the local infant school and library, are close by.

The group has use of one large hall, kitchen and toilet facilities and an enclosed outdoor area.

There are 71 children on roll and the majority are in receipt of nursery education funding. The group welcomes children who have additional education needs and/or disabilities. Currently no children with English as an additional language attend.

The playgroup opens during school term times. It is open Monday to Friday all day from 09.15 to 15.15.

There are eleven staff working full and part time with the children, most of whom hold a recognised childcare qualification. The setting receives the support of the local authority and has completed all of the three steps in the local authority quality assurance scheme, 'Steps to Quality'.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a secure and welcoming environment. The qualified staff recognise and respond to individual requirements of children, and strives to ensure their care, learning and welfare needs are met. All children make good progress in their learning and development because they enjoy a wide range of play opportunities, both indoors and outside which covers all aspects of learning well. The nursery keeps the parents informed about what their children are doing, using daily diaries and obtains information about their needs and routines. The staff are enthusiastic and reflect upon their practice to identify aspects for development.

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

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

- ensure planning and assessment clearly identifies how activities will promote individual children's progress towards the early learning goals
- provide more regular opportunities for children to independently access and develop their skills in using information and communication technology
- ensure evaluation of activities is secure to promote challenges for the more able children
- update the policies and procedures to show the correct Ofsted contact details.

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

Children are well protected because all staff have a good understanding of safeguarding procedures. Staff have completed relevant safeguarding training and are aware of their responsibility to refer any concerns about a child's welfare. Children are protected as the well-qualified staff keep the premises secure and supervise the children at all times. Regular risk assessments ensure hazards are reduced, and daily checks ensure the environment is safe for children. Monitoring systems are in place for all the record keeping. Policies and procedures are reviewed and updated accordingly and the manager makes good use of a range of monitoring activities relating to the provision and outcomes for children. However, some written procedures are underdeveloped. For example, those relating to the settings record of complaints. This means that although good working practices exist to keep children safe and secure, and most written information is in place to support this, some have limited information or are not clear to fully ensure their effectiveness.

The nursery values working with others to support the care, education and well-being of children. For example, they work closely with another local provider, sharing information about the child's day. Positive relationships with parents exist and good working practices are being developed, enhanced and extended by fostering partnerships with the nearby school, local authority, and other professional agencies. Parents and carers are encouraged to share what they know about their child when they first start which helps staff to have a sound knowledge of each individual child's background. Registration forms are completed by the parent as part of a rigorous induction process. Resources are well-organised, fit for purpose and support children's development. The outside area is well resourced, enclosed and has lots of different areas to keep children entertained, such as wheelbarrows, large tyres, and water butts . This gives the children lots of opportunities to enhance their own personal, emotional and physical development. The nursery has resources, which reflect the wider world, and they introduce topics with the older children to recognise the diversity of the world. Staff are aware of how to support children with special educational needs and/or disabilities, and those who speak English as an additional language, and have appropriate systems in place to fully support individual children.

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

Children make good progress in their learning and development and towards the early learning goals. They enjoy and achieve because they are provided with a broad and interesting range of learning experiences and activities, both inside and outside. For instance, the children enjoy playing in the vet role play area, using bandages to 'treat' the many stuffed animals. The children have a lovely warm relationship with the staff and are very settled and contented. Staff complete regular holistic observations on the children's play and record this in daily diary

books and the child's own individual learning record. This information is then used to plan activities to enhance individual learning and progression. However, planning and assessment does not always clearly identify how activities will be evaluated to promote individual children's progress towards the early learning goals.

All children are starting to develop their awareness of diversity through activities and resources. They access a good range of resources to help them positively explore and value differences and similarities in the wider world. Children's information and communication technology skills are generally promoted, through access to some battery operated toys. However, other opportunities for children to independently explore technology such as, computers, calculators and compact disc players are limited.

Children are confident with the staff and have access to fresh drinking water as they recognise that they are thirsty, this promotes independence. The older children are able to plan for and assist in the serving of varied and fresh snacks. Staff are role models as they sit together with the children who learn good table manners. The children follow good hygiene routines. Older children show understanding of how to stay healthy as they talk about the reasons why they have to wash their hands before dinner or snack. Children demonstrate good coordination and spatial awareness. They skilfully manoeuvre wheeled toys and barrows around the outdoor area and happily build and climb on the colourful stepping stones indoors. Children are eager to play and join in with the activities on offer. For example, one child excitedly asked for her favourite song at home time. The staff use effective questioning skills to develop children's vocabulary as they discuss the different materials on offer on the well-equipped creative and activity table. For example, children enjoy exploring the autumn display table, with many different textures to touch, such as various woods and fir cones. Parents and carers are well informed about all aspects of their own children's achievement, well-being and development.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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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## **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