

Pandamonium Limited

Inspection report for early years provision

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Inspection date

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Inspector

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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

Pandemonium Ltd is a privately run nursery that registered in 2011. It is situated in Warmley, Bristol. The premises comprise of a main playroom with an adjacent smaller room, a cloakroom with toilet and kitchen facilities. There is an enclosed outdoor play area.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register to care for no more than 20 children from two to under eight years; no more than 20 may be in the early years age group. At present, there are 31 children on roll; of whom, 28 are in the early years age range. The nursery support children who have special educational needs and/or disabilities. The setting operates during term-time and main school holidays from 8am to 5.30pm, Tuesday to Friday with drop off at and collection from the local school for older children.

The owner holds a level 3 early years qualification. She currently employs two members of staff who have achieved level 2 or above early years qualifications

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident and happy in the welcoming environment where they have access to a good range of resources to support their good progress overall. Staff take time to get to know the children and their families offering them individual attention. On the whole, sound systems are being established to share information with some professionals involved with the children. Overall, welfare and safeguarding procedures are well promoted. Staff have good systems to evaluate the provision and accurately identify strengths and areas for development, so are well placed to maintain improvements.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep a daily record of the names of the children
looked after on the premises and their hours of
attendance (Documentation) (this also applies to the
compulsory part of the Childcare Register)
- 27/01/2012

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

- extend arrangements to share information with other early years providers to

- further support children continuity on their learning and development
- extend resources to provide children with positive images and resources in order for children to explore and question disability issues.

The effectiveness of leadership and management of the early years provision

Good procedures overall have been established to safeguard children. Children are cared for in a safe and secure environment. Staff do not consistently record accurate hours of children's attendance. This is a breach of a specific legal requirement. However it has limited impact on the children's well-being as staff use additional methods such as, headcounts with the children, to ensure all children are present and well supervised. Comprehensive risk assessments of the environment have been established. These are regularly reviewed, for instance when accidents occur staff are proactive at addressing hazards and taking prompt action. Through appropriate training and regular updates at team meetings staff are aware of child protection procedures. Recruitment and induction arrangements establish suitability of staff.

Staff are proactive in accessing relevant training, for instance a recognised sign language is beginning to be used to support children in their language development. Staff have established positive relationships with health professionals to develop tailored support for individual children. For example, there is an on going log of all communications between parents, staff and health professionals. As yet, partnerships with other early years providers, that the children attend, have not been fully developed and information is not routinely shared to influence continuity in care, learning and development.

A welcoming environment is established where children have a good sense of belonging. For example, each child has their own named peg which informs parents of who their child's key person is. Parents comment on the positive relationships established through regular key person discussions. Through rigorous settling in arrangements staff have good knowledge of children's starting points and capabilities, for instance through the completion of 'All about me' forms. Children have access to a broad range of high quality toys and resources. These are stored in low level units so that children can make independent choices about their learning. On the whole, there is an adequate range of resources to reflect diversity however; these are limited to positively reflect disability. Staff deal sensitively with children's remarks and encourage their understanding of similarities and differences between their friends.

All staff are involved in monitoring the provision and have a thorough understanding of the strengths of the setting such as, using children's interests to plan exciting experiences and the development of a specific creative environment. Good plans for the future have been established in order to maintain continuous improvement. For example, staff have accurately identified the need to involve parents more in their child's learning and have recently requested their comments on children's termly reviews. Currently, parents' views are not always used

consistently to influence the evaluation process.

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

Children's behaviour is good as they are clear on expectations and boundaries. They thrive in the positive relationships established with all staff and are very confident and settled. Children are actively involved in a broad range of activities which reflect their interests and current motivations. Staff make sensitive observations of children's engagement in activities and use these to plan future experiences. There is a good range of focused activities such as, encouraging children's creativity to build creatures from a favourite book. Children are provided with a range of materials which they can access independently and therefore develop imaginatively. They successfully use tools carefully and safely such as, scissors to cut the masking tape to connect recycled materials together and to create detailed eye lashes to stick onto its face. There are many opportunities for children to initiate their own play. For example, some children develop their role play through the use of walkie-talkies. Children move confidently both inside and out doors. For example, inside children skip around the available space creating pathways in time to the music; and, outside children enjoy crawling through the tunnels and chasing them as they blow in the wind.

Children are developing a good understanding of their own safety through staff's consistent interactions and gentle reminders. For instance, a child decides that the step is too steep and therefore sits down to descend it on his bottom; he is praised for solving the problem on his own. Children are regularly involved in evacuation procedures which encourage their awareness of keeping themselves safe. When on outings staff encourage children to think about road safety and safe places to cross.

Staff competently deal with minor accidents as most have appropriate paediatric first aid training. All accidents are routinely recorded and promptly shared with parents. Children are becoming aware of how to maintain their own health. For example, children access their named water bottle independently when they become thirsty. Children are aware of their own needs and request support to visit the toilet facilities where appropriate equipment has been provided to encourage and support their developing needs. Good hygiene arrangements have been established and all children are aware of the need to wash their hands after using the toilet and before eating a healthy snack. Snack time is a sociable occasion where children are able to make healthy choices. Topics and gardening activities further encourage children's understanding of healthy eating.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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

Outcomes for children in the Early Years Foundation Stage	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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years part of the report (Records to be kept) 27/01/2012