

# Panda Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY435384
<b>Inspection date</b>	20/02/2012
<b>Inspector</b>	Samantha Powis

<b>Setting address</b>	Milldown Road, BLANDFORD FORUM, Dorset, DT11 7SN
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<b>Telephone number</b>	01258458151
<b>Email</b>	info@pandapreschool.org.uk
<b>Type of setting</b>	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*.

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## Description of the setting

Panda Pre-school re-registered in 2011 but has been operating since 1980. It is a committee run group which operates from a self-contained ground floor unit in the grounds of The Blandford School, adjacent to Milldown Primary School, in the town of Blandford Forum in Dorset. Accommodation consists of two activity rooms, a kitchen and toilet facilities. There is a fully enclosed area available for outdoor play. The pre-school is open from 9am to 3pm, Monday to Friday, term time only. Panda Pre-school is registered on the Early Years Register to care for a maximum of 30 children from aged two years to the end of the early years age group. The pre-school provides funded early education for two-, three- and four-year-olds. There are currently 54 children on roll. The setting supports children with special educational needs and/or disabilities. A team of 11 staff are employed to work with the children with three additional staff employed in support roles. Two staff, including the manager hold childcare qualifications at level 4 and all remaining staff hold a qualification at level 3.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in the highly stimulating and welcoming pre-school. Staff provide excellent support tailored to each child's individual needs, which means all children make exceptional progress in their learning and development. A proactive approach to forming strong relationships with parents and other carers means that staff have a thorough understanding of how to meet children's needs. The inclusive and imaginative indoor and outdoor learning environments facilitate children's play and exploration overall. Thorough practices and detailed documentation help to ensure that children are safe. Highly successful systems for self-evaluation ensure that areas for improvement are quickly identified and addressed, meaning that continuous improvements are made in the outcomes for children.

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

To further improve the high quality early years provision the registered person should consider:

- strengthening opportunities offered in the outdoor areas to further enhance children's learning and enjoyment.

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

Staff give top priority to supporting children's safety and welfare. Staff have a thorough awareness and understanding of their responsibilities regarding child protection and are confident to take appropriate action should a concern arise. They follow excellent practices to promote children's welfare. Comprehensive use of documentation helps to support day-to-day practice. Rigorous procedures are followed when recruiting staff to assess their suitability. Detailed induction procedures and frequent management and staff meetings ensure all staff have a thorough understanding of their individual roles and responsibilities. For example, rotas of responsibility for risk assessments ensures these are completed prior to children's arrival, helping to reduce risks to children throughout the day. Excellent deployment of staff means children remain well supervised and supported at all times.

Dynamic leadership from the manager who is supported by a committed team of highly skilled staff means that sessions run smoothly. Children feel settled and secure due to the relaxed and consistent routines and expectations applied throughout the pre-school. Excellent organisation of the indoor environment means that children can move about freely as they play and easily access the wide ranging resources. High quality play is encouraged due to the inspirational way in which activities are presented. For example, the role play area includes leaflets, lists, price labels, scales, baskets and bags, encouraging children to get fully engrossed as they act out their own experiences. The outdoor areas are constantly available for the children to access a range of activities enabling them to play in different ways. However, these areas are not yet fully developed.

Highly effective partnerships are established with parents and carers and others involved in supporting children's needs. This helps to provide a consistent approach to children's learning. The prospectus, newsletters, notice boards, sharing books, 'all about me' forms and consultation meetings mean that all those involved have an excellent understanding of children's all round needs, preferences and circumstances. This helps to ensure each child and family is valued, respected and fully supported. The setting links closely with many local schools. Children regularly enjoy physical education sessions in the nearby primary school, becoming increasingly familiar with the layout and getting to know teaching staff, helping to ease the transition to school. Staff, parents and children are fully involved in evaluating the success of the provision through meetings, questionnaires and discussions. All aspects are constantly reviewed and monitored helping to quickly identify areas for future improvement. The proactive staff and committee always adopt a 'can-do' approach. This helps to ensure that positive improvements are constantly made to the outcomes for children.

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

Children are highly motivated and keen to learn. They settle quickly to an activity of their choice and are confident due to the outstanding support they receive from familiar and attentive staff who are focused on supporting children's individual needs. Children form excellent relationships with adults and other children in the setting as they learn to respect and value each other. Children are increasingly independent in their play and show high levels of confidence in their own abilities. They choose where they wish to play, what they want to play with and who might play with them as they have excellent opportunities to make choices. Staff are clear, consistent and fair in their expectations, which means that children are very well behaved and able to work well together. A timer is sometimes used to encourage turn taking, helping children to share fairly. Children receive lots of praise and encouragement boosting their self-esteem. Wall displays celebrate children's achievements and choices showing how proud staff and parents are of them.

Highly successful systems are in place to monitor and support children's learning and development, encouraging each of them to reach their full potential. Staff note observations as children engage in play. These are used by the key person to plan opportunities for children to use their experiences, and extend them to build up new ideas, concepts and skills. There is an excellent balance of child-initiated and group activities and time to play indoors or out enabling each child to learn in a style which suits them.

Children are gaining valuable skills for life. They are extremely confident communicators and take part in specific activities that encourage them to develop good listening skills. They enjoy listening to stories and sharing books in communication friendly areas created both indoors and out. They frequently see written words in their play and have opportunities to engage in mark making in real situations. For example, they price items in the shop area and make shopping lists to take with them. Staff consider the individual needs of each child when taking part in group activities, to ensure the environment, equipment and strategies used provides everything they need to be fully included. Children are involved in problem solving and use numbers regularly as they play. They enjoy simple board games, counting the number of dots on the dice to find a card. Some children are starting to use simple calculation and problem solving, adding up a group of numbers using their fingers to make a total. Children enjoy many opportunities out of doors in the fresh air. They access paints, look at books, climb and use wheeled toys. They learn about the natural world as they investigate the bulbs they have planted and gaze into the rabbit hole using magnifying glasses to increase their interest. Plans are in place to provide increased opportunities for children to plant and grow their own fruit and vegetables and access larger and more challenging climbing equipment. Children take part in activities that introduce them to events in their own community and also the wider world, such as celebrating Chinese New Year. They have access to equipment such as computers, calculators and electronic toys which increase their confidence in using modern technology. Creative resources are freely accessible enabling children to express

themselves. Some children become engrossed in making models, selecting materials and experimenting with different tools to join and fix items together learning what works best to achieve their desired end result.

Children are learning the benefits of a healthy lifestyle through their play and daily routines. They all enjoy chopping up fresh fruit to make their fruit kebabs for snack. Their understanding of nutrition is supported well as staff chat to children about foods that are good for them, helping them to make healthy choices in their own diets as they grow up. Children and staff join in with a music and movement session outside, they dance and clap their hands, laughing and smiling as they all have fun together. Children's physical development is well supported. Children are highly involved in ensuring they stay safe. They participate in daily risk assessments completing their own checklist of possible hazards, and know exactly how to act when the fire alarm goes off. They are able to access tools such as scissors and knives as they have learnt how to use these items safely. As they play with the bikes outside, they set up road junctions using the traffic lights and road signs. They adhere to the instructions indicated by the signs, understanding that following these will help to keep them safe in their play and when out and about in the community.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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