

Panda Pre-School Nursery

St Peter's Church Hall, High Street, Limpsfield, Oxted, Surrey, RH8 0DG

Inspection date

Previous inspection date

25/09/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children are making good progress as the staff team have a good knowledge of each child, and support them well in their learning and development.
- Children are happy and interested in all that they do because of the excellent relationships they have with staff. All make good progress in relation to their starting points at entry and capabilities.
- The staff team make very clear their expectations for children's behaviour. Children respond positively to pre-school rules, willingly doing what is expected of them, behaving well and showing great sensitivity to others.
- The management team monitors the pre-school provision effectively and supports the staff team's professional development, which in turn, benefits all children.

It is not yet outstanding because

- Staff do not effectively organise the environment to support younger children's independence and understanding of where to locate or replace resources.
- Children whose language is not English are not fully supported to help them understand daily routines.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The majority of inspection time was spent with staff observing them and the children being cared for. This took place in the pre-school room, hall and outdoor area.
- Children's information and development records / profiles were sampled.
- Discussions took place with the curriculum planning with staff member responsible for planning.
- Discussion took place with SENCO on monitoring children with SEN and EAL.
- Ongoing discussion and joint observations took place with a selection of staff throughout the visit. Safeguarding and recruitment was discussed with staff and senior staff and policies sampled.
- Parent's views were gathered through recently completed questionnaires and letters of commendation.

Inspector

Janet Thouless

Full Report

Information about the setting

Panda Pre-School was registered in 1960 and re-registered as a limited company in 2012. It operates from St Peter's Church Hall in Limpsfield, Surrey. Children have access to one

room and the main hall. There is an enclosed outdoor play area. It is open Monday, Tuesday and Friday, 9.15am to 3.15pm, Wednesday 9am to 12 noon and Thursday 9.15am to 12.15pm, for 38 weeks of the year. The pre-school is registered on the Early Years Register. There are currently 53 children from two to under five years of age on roll. Children mainly come from the local catchment area. The pre-school supports children with special educational needs and/or disabilities and those who learn English as an additional language. The nursery employs 11 members of staff; of these, six hold appropriate early years qualifications. The pre-school includes Montessori methods of teaching.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- review the organisation of toys and resources to create an environment rich in labels and print, for example, by labeling resources so children can view, select and return toys to support their growing independence.
- provide opportunities for children whose home language is not English to use photographs or labels, for example, in hand washing and toilet routines to reinforce their understanding and learning

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are making good progress in their learning and development. This is because staff initially seek as much information as possible from parents regarding what they know about their children. Planning for each child stems from staff's observations of their interests, play and achievements, all of which are recorded in individual learning profiles. The adult-led planned activities are accurately set at the right level for each child to enable them to enjoy and achieve consistently at their own pace. Staff are skilful in providing a balance of adult-led and child-initiated play experiences to engage and motivate children. Overall, children are reaching the expected levels of development. Regular communication with staff informs parents of their children's achievements and progress, and how to support learning at home. This helps to promote a consistent approach.

Staff encourage and support children's growing curiosity by involving them in many worthwhile activities. Staff provide good support to younger children new to the group by helping them to choose what they want to do and how they want to do it. Children show great delight in playing with play people within the wooden dolls house. Staff encourage children to explore and show an interest in all that they do, supporting symbolic play. Staff

ask simple questions to challenge young children's thinking such as what they are doing, and encourage them to identify and name play items. This enhances children's developing communication, language and speaking skills. Staff work hard to provide an enabling environment for children. Resources are plentiful and easily accessible. However, staff have not organised the environment effectively to allow younger children to identify the contents of storage containers. Children are not supported in working out where things are kept or returning resources to where they belong. In addition, children who's language is not English, do not always fully understand daily routines, such as toilet and hand washing.

Older children are inquisitive in their play and show good level of interests. They play imaginatively acting out their favourite stories. They build towers using small bricks, predicting how high they can build before it falls to the ground. Children experiment by using baking soda to make mini volcanoes, then watch as the volcano erupts. They observe ice blocks melting, noting a solid form changing to liquid as the ice melts. Children are supported in developing their writing skills; staff encourage them to write their name on their creations. Children use their names cards as a visual aid and staff engage well to talk about the letters and sounds. As a result, children develop phonic awareness appropriate to their understanding. Children therefore develop good skills for their future success.

The contribution of the early years provision to the well-being of children

Staff greet children warmly on arrival. Children separate from their parents confidently and settle quickly with sensitive support from staff. Older children confidently select their name for self-registration then settle quickly to their chosen activity, chatting happily to their friends. This supports them in developing trusting relationships. All children have a key person who supports them in their learning and care to meet their individual needs. Those that are finding it hard to settle are offered lots of hugs from their key person to help them feel safe and secure. Families are encouraged to attend the parent and toddler group before children start at the pre-school to ease their transition from home to the pre-school environment. Staff foster children's emotional development well, as they are supported with transitions to help them with life changes such as school. This is because the pre-school liaises with local groups and schools to promote smooth transitions.

Staff have high expectations of children and are aware of their capabilities. Their individual personalities, likes, and dislikes are acknowledged and valued. This builds children's self-esteem and confidence well. As a result, children make good progress in their personal, social and emotional development. Children behave well and show good care and consideration for on another. Staff are good role models and help children manage their feelings and behaviour. They encourage children to talk about their own and others' behaviour, the consequences of their actions and when behaviour is unacceptable. This helps children feel safe in the setting.

Children are encouraged to adopt healthy lifestyles because staff plan daily activities that promote healthy eating, drinking and regular exercise. Parents are offered polite

reminders about snacks and lunch options to promote healthy food choices. In addition, staff talk to children about the importance of looking after our teeth. Staff monitor children's health and development, and all required records to support children's well-being are in place. Children enjoy plenty of fresh air and physical exercise. Equipment is organised well in outdoor play to challenge children's physical development. Children negotiate space as they ride wheeled toys adjusting their speed or direction as they approach younger children. Local walks around the village, along the river and to the local bookshop help children become aware of their local environment.

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

Management have high expectations and inspire staff in developing their knowledge and skills to promote the learning and development requirements. There are robust procedures in place for recruiting and vetting suitable staff. Management has identified, through the use of appraisals, one to one sessions, and team meetings, a number of priorities for improvement. Professional development is promoted and staff attend a wealth of training, such as 'Working effectively with parents' and 'Every child a talker'. This results in staff improving their knowledge to inform practice. Staff are currently working on developing aspects of effective learning, which has a positive impact on children. This also demonstrates the effectiveness of leaders. Staff have good knowledge of the pre-school policies, which helps to ensure the smooth running of the provision.

Staff demonstrate good knowledge of the safeguarding and welfare requirements. Staff have good knowledge of child protection safeguarding concerns. Clear procedures are in place, staff attend child protection training to enable consistency in their knowledge and to protect vulnerable children in the event of any concerns. The pre-school is safe and secure and effective risk assessments help to reduce hazards. Should children have an accident, they are well cared for, as several staff have kept their first aid training up to date. All the required policies, procedures and documentation are in place. The pre-school demonstrates good capacity to drive improvement. They use self-evaluation to identify and develop strategies to aid improvement. The pre-school targets strategies well, and continue to make challenging improvements.

The pre-school is committed to working in partnership with parents and seeks the views of parents in a variety of ways to further enhance practice. They seek the views of parents through use of daily discussions, meetings and questionnaires. As a result, there have been improvements to guidance given to new parents. Clear labels and signs clearly show what is expected of parents when dropping off and collecting children. Children's needs are well met through effective partnership with parents. In the event of any concerns about children's development, staff liaise with parents and external agencies to share information to implement early intervention. As a result, staff enable children to receive the support they need.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY445252
Local authority	Surrey
Inspection number	785994
Type of provision	

Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	53
Name of provider	Panda Pre-School Ltd
Date of previous inspection	Not applicable
Telephone number	01883 716335

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

