

Little Panda's Pre-School

Broad oak Community Centre, Broad oak Road, Ashton Under Lyne, Tameside, OL6 8RS

Inspection date

Previous inspection date

13/02/2013

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 well supported, secure and settled as a result of them building close relationships with key members of staff.
- Teaching is rooted in a good knowledge and understanding of children's learning and development needs. Staff provide good levels of challenge which are appropriate for the children's age and stage of development to help them progress well.
- The staff have a robust understanding of protecting children in a safe and secure environment. This supports children's awareness of how to keep themselves safe.
- Strong partnerships with parents and other professionals ensure children receive consistent support in their care and learning.

It is not yet outstanding because

- Staff do not make effective use of every opportunity to promote children's home languages as part of the everyday routine to help them feel valued.
- Opportunities for children to develop independence skills are not fully explored at snack times.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playroom and in the outdoor area.
- The inspector held meetings with the provider/manager of the setting at appropriate times in the day.
The inspector looked at children's observation and assessment records, planning records, evidence of suitability of staff working within the setting and a sample of policies and other documentation.
- The inspector took account of the views of four parents spoken to on the day.

Inspector

Judith Kerr

Full Report

Information about the setting

Little Pandas Pre-School was registered in 2012 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in one storey premises in the Broadoak area of Ashton-under-Lyne, Tameside, and is managed by Little Pandas Pre-School Limited. The setting serves the local area and is accessible to all children. It operates from the Acorn room in the community centre and there is a fully enclosed area available for outdoor play.

The setting employs three members of child care staff. All of these hold appropriate early years qualifications at level 3 and above, including two with Qualified Teacher Status. The setting opens Monday to Friday during school term time only. Sessions are from 9am until 3.30pm. Children attend for a variety of sessions. There are currently 18 children attending who are in the early years age group. The setting provides funded early education for two- and three-year-old children. The setting supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- extend opportunities for children whose home language is other than English to use that language throughout the day in order to enhance how they feel valued
- extend the opportunities to increase children's independence at snack time by encouraging them to pour their own drinks and use beakers without lids.

Inspection judgements

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

Staff are confident in their understanding of how children's progress. Consequently, teaching is good which ensures all children are developing well and are motivated to learn. For example, children's confidence in speaking out in front of a group of peers is increasing and they are beginning to understand the importance of sharing as they play alongside one another with the paint and the water. Children follow their interests and explore their surroundings and available resources while staff are tuned into and respond sensitively to their individual needs. As a result, they are enthusiastic learners. Staff are aware of what children in their care can do from when they first start in the setting as this is agreed with parents during the admission visits. This is reflected in their learning journeys. Written comments and tracking sheets demonstrate that all children are making good progress from their given starting points.

Children demonstrate good physical control and coordination as they spread the glue on the card, weave around the different play spaces and play with bats and balls. Staff are accomplished in extending children's communication skills as they listen to what the children have to say and use lots of open-ended questions. For example, children are asked to predict what is in the bag that the member of staff is describing, before it is lifted

out. Highly descriptive language is used including words, such as waddle when describing how penguins walk. Children enjoy stories, such as one about a dog; they listen attentively and join in as they help to lift the flaps in the book. Children with English as an additional language are generally well supported as staff use key words in their home language, signing and pictures to support their language skills. However, staff do not take every opportunity for children whose home language is other than English to use that language in the setting, to enhance how they feel valued, for example, by singing songs in their home language.

Numbers are used for counting as part of the everyday routine as children count how many chairs are round the table. Pictorial and written displays and labels around the room encourage children to recognise numbers and letters. The importance of children's personal, social and emotional development is recognised by staff. The children behave well and respond appropriately to instructions from staff as they are offered reminders to sit on their bottoms rather than their knees so they will not fall off the chairs. They wait their turn to speak and share their news. Children with special needs and/or disabilities are well supported and included in all activities. Partnerships with parents are effective and parents are given plenty of information to ensure there is a consistent approach to learning at the setting and at home. For example, by practising nursery rhymes at home, in order to develop language skills. They also share their family experiences in a home school diary and contribute to their child's assessments.

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

A well-established key person system helps to ensure children develop secure attachments to individual staff in the setting. This supports the building of trusting partnerships with children, parents and others who are involved in the care and learning of the children. Key persons ensure that each child receives individual care and learning which meets their specific needs and helps them build confidence. Consequently, children settle well and feel safe and secure in the vibrant and interesting space which promotes their learning. The children explore their surroundings and are offered encouragement as they engage in new experiences, such as pouring water down the tube to see what happens. Staff show interest in children's lifestyles, offer reassurance when needed and enhance their self-esteem by offering lots of praise for their achievements.

The children quickly respond to the age appropriate routines and boundaries which take into consideration their individual needs. Staff lead by example as they encourage the children to help tidy away the resources they have finished with and model good hygiene practices. This helps the children learn about safety and health and the effects of not washing their hands as they explain 'germs make your tummy poorly'. This demonstrates how they make associations with good healthy practices. Staff ensure children's self-care and physical skills are progressively promoted. For example, the children manage their own toileting needs and learn how to put on their coats before playing outside. However, at snack times all children use beakers with lids and drinks are poured by staff. As a result, children's developing independence is not fully promoted.

Children learn how to use the scissors safely and evacuate the building during regular fire

drills which contributes to their understanding of keeping themselves safe. They choose their own toys which are stored accessibly for them to make independent selections. The children learn about considering the needs of others as they feed the fish each day, take turns and share the paints. This supports their emotional well-being and understanding of appropriate behaviour. Partnerships with other providers of the Statutory Framework for the Early Years Foundation Stage have been established and contribute towards smooth transitions to school. Links with other agencies involved with children ensure their individual needs are met and continuity of care is promoted.

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

Staff have a thorough understanding of how to safeguard children, access relevant training and know who to contact if they have concerns about a child in their care. A comprehensive portfolio of policies and procedures are implemented well and contribute towards ensuring children's health, safety and well-being is continually promoted. The environment, both indoors and outdoors is organised very well with all hazards successfully identified and minimised. Consequently, children are safe and secure. Staff are robustly checked and well-qualified for their role, as a result, the safety and well-being of the children is assured. They benefit from regular appraisals, supervision and a good training programme. These all contribute towards ensuring staff consistently develop and enhance their skills and awareness of current best practice. All the required documentation relating to the welfare of the children is stored to respect confidentiality.

Since registration, improvements have been made to the outdoor play space with the provision of planters, new storage facilities and resurfacing of some areas. In addition, staff are committed to improving their service and prioritise attendance at relevant training to develop their knowledge of the Statutory Framework for the Early Years Foundation Stage and best practice. Monitoring and evaluation of the setting accurately reflects the quality and impact of the provision in supporting children's learning and development and in providing opportunities for parents and other partners, such as the local authority, to contribute to this process.

Positive relationships with parents are established and a regular verbal exchange takes place at the beginning and end of the sessions. Information is shared regarding children's routines, likes and preferences so that they can meet their individual needs. Staff recognise the importance of working with other professionals to ensure that all children receive the support they need. Parents are very grateful for the support they receive in identifying concerns about children's progress and making referrals to the relevant agencies. Discussions with parents demonstrate they are very happy with the opportunities offered to their children. They talk about the wonderful, supportive staff, how much their children enjoy attending and the progress they have made.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

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.

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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

EY451565

Local authority	Tameside
Inspection number	882206
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	18
Name of provider	Little Panda's Pre-School Ltd
Date of previous inspection	Not applicable
Telephone number	0161 830 0510

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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.

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