

Panda Nursery

170-172 Spring Bank, HULL, HU3 1PG

Inspection date

03/04/2013

Previous inspection date

12/04/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Practitioners have a good knowledge of how children learn, and provide a rich varied and imaginative educational programme. The detailed children's learning journeys and thorough assessments and planning, based on individual children's interests, effectively promotes their learning and development.
- Children are motivated and keen to play and learn in this warm and welcoming setting. They show high levels of curiosity and imagination and demonstrate positive relationships with their peers and staff.
- There is a strong commitment to improve the nursery provision through setting priorities and detailed action plans. Practitioners are effectively supported to continue their professional development to improve their knowledge and practice.

It is not yet outstanding because

- There is scope to improve examples of illustrations, words and numerals displayed in the outdoor learning environment in order to encourage and support children's highly focused interests in early reading and writing skills, and their mathematical development as they play and explore outside.
- The outdoor area has fewer exciting opportunities for children to investigate the natural world with particular regard to the weather, and planting and growing, in order to make observations and talk about changes.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 all three rooms of the nursery and in the outside environment. She also observed snack time and lunch time.
- The inspector looked at detailed wall displays of thorough children's learning journeys. She also looked at a selection of policies and risk assessments.
The inspector looked at children's learning files containing observations and assessments. She also looked at the planning and overview of children's assessments.
- The inspector completed peer-on-peer observations with the manager and spoke to key persons.
- The inspector held meetings with the manager, deputy manager and proprietor.
- The inspector also took into account the views of parents through their feedback sheets.

Inspector

Caroline Stott

Full Report

Information about the setting

Panda Nursery registered in 2011 and is privately owned. It is registered on the Early Years Register and the compulsory part of the Childcare Register. It operates from converted premises near the centre of Hull. There is a secure area for outdoor play. The nursery serves the local area and is accessible to all children.

The nursery employs 17 members of childcare staff. Of these, two hold an early years degree, 14 hold a qualification at level 3 and one holds a qualification at level 2. The nursery opens Monday to Friday all year round. Sessions are from 7am until 7pm. Children attend for a variety of sessions. There are currently 90 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery receives support from the local authority and is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- create an outdoor environment: rich in print where children notice illustrations and words in order to encourage and support their interest in early reading and writing skills; to include numerals in purposeful contexts to enable children to count and use numbers within everyday play outdoors
- provide children with even more opportunities for investigations of the natural world in order to make observations and talk about changes in the outdoor environment.

Inspection judgements

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

Children are provided with sound levels of challenge appropriate to their age and stage of development in the outdoor environment, where they walk and balance across log stumps, and jump off, supported by nearby practitioners. Children are motivated to move the parachute around and up and down. This aids their control and coordination suitably, enabling them to move in a range of ways and they are encouraged to use equipment effectively. However, the outdoor area offers fewer opportunities for children to notice illustrations, words and numerals in order to encourage and support their interests in early reading and writing, and in their mathematical development within their play and explorations outside. Also children have few opportunities for investigations of the natural

world in order to make observations and talk about changes. For example, studying how the wind moves objects or how plants grow. Consequently, the outdoor environment does not always support the seven areas of learning as effectively as the indoor environment.

The nursery's practitioners have a secure knowledge of the seven areas of learning and have a good understanding that children develop and learn through play. Key person's complete in-depth weekly learning objectives for each child ensure their individual interests and next steps in their learning are fully embraced. Consequently, children are motivated and keen to learn in this warm and welcoming setting. Each room is well organised and supports the seven areas of learning well. Practitioners provide purposeful, interesting activities and experiences from children's individual interest and next steps in learning to engage them further. For example, babies explore the paint with their hands and feet, using all their senses, supported by knowledgeable practitioners. They collect their toys from welcoming laid out areas. This supports babies' personal, social and emotional development, assisting their confidence and promoting their own play and their interests. Toddlers investigate play dough through pressing fingers and cutters into it, supported by practitioners who introduce words, such as, 'sticky', 'squishy', 'pat' and 'roll', to extend children's vocabulary and confidence in speaking. This also supports them to handle and manipulate different mediums and textures, and develops their hand-to-eye coordination, promoting their physical development. Older children engage in role play where they re-enact life experiences observed, such as washing up and caring for 'dolls' and 'teddies', and their babies. This enables them to embrace their imagination and play cooperatively alongside their friends. They engage in conversations in their home language, supported by practitioners who introduce and model English words and sentence structures. This means children are encouraged to speak and listen in a range of situations, and respond to what they hear with relevant comments, answers or actions. Consequently, responding to what others say appropriately and giving their attention, while engaged in their play.

Children's communication skills are promoted well, children, including those who are non-verbal or in need of support; express themselves to practitioners, through pointing or taking them to the area of their choice. Babies develop sounds, which are repeated by practitioners, encouraging repetition and listening skills relevantly. Toddlers enjoy familiar stories and rhymes that embrace well-known actions and sounds, and skilful practitioners encourage children to join in with repeated refrains and vocalisations. Practitioners stimulate older children to use loud and quiet voices, emphasising imitating sounds and language structures, supported with props and instruments. This enables children to anticipate key events in stories and respond to what they hear, promoting their listening and understanding skills well. The nursery assesses children's communication levels using the 'Every Child a Talker' framework, in their home language where possible and in English, to monitor children's language progression from their starting points. Displays around the nursery are exhibited in dual languages to support children's learning in their home language and in the English language.

Positive relationships are encouraged with parents and children settle well. Parents share what they know about their children on the 'all about me' sheet before their child starts at the nursery. Diaries are completed for babies and younger children in order to share information about children's daily care and experiences. This, along with daily discussions,

enables parents and practitioners to share knowledge of children's current interest and achievements. Experiences and opportunities to support children's ongoing learning and development at home is shared with parents, to further support children's progress through the seven areas of learning. For example, practitioners copy the play dough recipe for them. Parent evenings are offered to further engage parents in their children's development and learning in the setting and at home. Newsletters, information sheets and email facilities, provide important information for parents on nursery updates and relevant requirements, all are offered in dual languages to support the diverse backgrounds the nursery supports.

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

The key person system is successfully in place and practitioners ensure that children form pleasing emotional attachments, through regular visits to the setting, providing a relevant settling in period. The use of daily diary sheets for babies and very young children provides information for meeting established routines, linking home to the nursery. For example, maintaining sleep patterns and feeding routines, and what children have done throughout their session. This shows children are happy and they are cared for, they explore their surroundings freely, supported by practitioners through talk and play. They show high levels of curiosity and imagination, and develop positive relationships and form appropriate bonds with their peers and staff.

Children behave acceptably and play cooperatively, and their behaviour is well managed by the practitioners. Children are reminded to share and motivated to say sorry to their friends. Older children needing support are encouraged to look at the routine timeline and discuss why they feel happy or sad. Consequently, children are gaining an awareness of their own feelings and the feelings of others, and are supported to gain an understanding of routines and boundaries within the setting. Children are encouraged to manage their own hygiene and personal needs relevantly, and all children are encouraged to wash their hands before food and after toileting. Snack time and lunch time provide important opportunities for children to develop an understanding of healthy practices. For example, lunch time enables older children to serve themselves, encouraging their independence and self-selection. This values children's preferences, enabling them to make their own decisions and develop taking responsibility for their individual choices. Children are encouraged to learn about safety and walking properly in the nursery, safety gates to all areas maintain their safety in hallways and staircases.

Parents are offered visits to the nursery to help children settle. Parents complete 'all about me' sheets which provide information on children's interest and achievements; their likes and dislikes. The nursery maintains good links with the local schools. For example, reception teachers are invited into the nursery and practitioners visit local schools to aid children's transitions into the next stage of their learning. The nursery send transition forms for children to schools and other settings and, occasionally, receives information in return. This provides continuity and coherence for all children and aids the transitional period well.

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

The nursery's practitioners have a good knowledge and understanding of the seven areas of learning and how children learn and develop. The practitioners have a secure awareness of delivering purposeful and developmentally appropriate stimulating experiences and activities for children. Consequently, they, generally, provide a rich, varied and imaginative educational programme, based on individual children's interests to effectively promote their learning and development. Children's learning and development are assessed efficiently through observations, linked to children's well-being and involvement levels, and communication level. Detailed learning journeys follow children's individual interest and learning pathway, and provide a comprehensive insight into children's progress through a range of experiences. Practitioners assess children's progress thoroughly through regular summaries, the progress check for children aged two and overview grids; these monitor children's achievements and abilities well. This establishes a good awareness of children's strengths and any areas where children's progress is less than expected.

Practitioners create a safe and stimulating environment and are aware of safeguarding policies. They all complete safeguarding training and are aware of local safeguarding procedures. Practitioner's complete daily checks and risk assessments are completed for all aspects of the environment in order to ensure children's safety. The main door is secure and parents and visitors ring the doorbell to gain entrance. The nursery has completed a detailed self-evaluation that identifies strengths and weaknesses, and uses this to set priorities and action plans for improvement. For example, they aim to complete the step one of the 'Steps to quality assurance scheme' to enable the nursery as a team to support children's progress over time. Parents and staff complete feedback sheets, to establish their views and wishes, and children, through creative activities, design their ideas, exhibiting their opinions and thoughts.

Recruitment procedures are thorough, which ensures that staff working with children are suitable to do so. The manager completes regular staff appraisals, there are robust induction procedures in place and practitioners are enthused to continue their professional development. For example, four practitioners are completing level 4 training to improve their knowledge and practice to provide quality learning experiences to progress children further.

The nursery establishes good partnerships with parents. Parents write highly of the care and support given by the practitioners through feedback sheets. Transition forms are completed for schools and other settings as required. These partnerships with other professionals are appropriate in order to provide continuity for children in their care and aid transitions to the local schools, and other settings. The nursery work with parents and relevant professionals to gain appropriate support for children and parents as needed. For example, speech therapists and individual plans are used to assist individual children as

required to support their needs and development. This means children's diverse care needs, and their learning and development, are shared in order for all those involved with them to be completely informed.

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 action. 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	EY434201
Local authority	Kingston upon Hull
Inspection number	853504
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	90
Number of children on roll	90
Name of provider	Panda Nursery Ltd
Date of previous inspection	12/04/2012
Telephone number	07931471545

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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, which are usually the childminder's 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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