

Panda Pre-School Coppice

61 63, Werneth Hall Road, OLDHAM, OL8 4BD

Inspection date

Previous inspection date

29/04/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

3

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

3

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

3

The quality and standards of the early years provision

This provision requires improvement

- Children are happy, confident and settled because secure attachments with friendly staff have been formed. As a result, children are independent and inquisitive in their learning.
- The manager is motivated and well organised. There is a clear plan to address weaknesses and improve practice.
- Partnerships with parents, professionals and outside agencies are effective to support children's individual needs.

It is not yet good because

- Staff do not quickly identify and address all potential hazards that children are exposed to, which means that risk assessment procedures are not fully robust.
- Children do not have access to warm running water and, as a result, children's hand washing facilities are poor.
- Systems for observation, planning and assessment are inconsistent and, therefore, children's progress in relation to their starting points is not always supported to best promote children's learning and development.
- Children's communication and thinking skills are not fully extended because staff do not always ask open-ended questions. Adult interaction and communication with children is variable.

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.

Inspection activities

- The inspector observed activities in the inside and outdoor learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager and registered person.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and a selection of policies and procedures.
- The inspector took account of the views of staff, parents and carers spoken to on the day.

Inspector

Michelle Jacques

Full report

Information about the setting

Panda Pre-School Coppice was registered in 2013 on the Early Years Register. It is situated in adapted premises in the Coppice area of Oldham, and is managed by Werneth and Freehold Community Development Project. The pre-school serves the local area and is accessible to all children. It operates from two indoor play areas and there is a fully enclosed area available for outdoor play. The pre-school employs five members of childcare staff. Four hold appropriate early years qualifications at level 3, including the deputy manager who has a Bachelor of Arts Honours degree in Early Childhood Studies and has Early Years Professional Status. The pre-school opens Monday to Friday term time only. Sessions are from 9am until 12 noon and 12.30pm to 3.30pm, except for Friday when the pre-school closes for the afternoon. Children attend for a variety of sessions. The pre-school currently has 36 children on roll in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop staff's understanding and application of risk assessment procedures so that all potential hazards to children are identified and addressed
- minimise the risk of cross-infection, for example, by improving facilities for hand washing to enable children to access warm running water
- ensure that observations and assessments are consistently used to identify the next steps in children's learning and use this information to ensure all children make good progress through activities tailored to their individual learning needs.

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

- develop staff's interaction and communication with children, especially their questioning skills, to extend children's vocabulary and thinking skills.

Inspection judgements

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

The pre-school manager and staff demonstrate an understanding of the Early Years Foundation Stage and the prime and specific areas of learning. Children make some progress in their learning relating to starting points because they are encouraged to participate both indoors and outdoors in a variety of activities. There is an adequate mix of child-initiated and adult-led play and children are confident and inquisitive in their learning because they are supported by friendly and attentive staff. Overall, the educational programmes provided for children cover the seven areas of learning supported by good quality and well-organised equipment. However, observation, planning and assessment to inform children's next steps in their learning, are inconsistent. This means that not all children make good progress. Staff recognise the need to make observations of children's progress and use documentation in the children's learning journey records to complete written observational evidence. However, staff do not consistently or routinely evaluate their observations or use the information to inform future planning and children's next steps in learning. Therefore, procedures lack effectiveness to support children's learning through activities specifically planned to meet their individual learning needs by knowledgeable and informed key persons. Consequently, children are not always making expected progress in relation to their starting points. All children, including those who speak English as an additional language and children with special educational needs and/or disabilities, are making some progress in their learning although this is not fully supported by the assessment and observation procedures undertaken by staff.

Links with parents are in place and encourage the two-way sharing of information regarding children's individual needs. Each learning journey record contains basic information from home regarding children's preferences and routines and this enables staff to build on this further as children prepare to make the transition to school. With parents support, information is shared with pre-school staff in order to ensure continuity of care and learning for children. As a result, staff understand children's interests and preferences and use this knowledge to provide interesting activities. For example, during transition from home, children are unsettled and staff provide favourite activities, such as bubbles, to engage children during the separation from parents. Parents confirm that they have opportunity to discuss development at 'parent afternoon meetings' supporting and reinforcing the relationship with home. Staff and management understand the importance of building strong relationships with families and are working towards further improving these links. Consequently, children are beginning to prepare for their next steps in learning and eventual transition to school.

Staff are good role models for children and praise is plentiful. Staff work well as a team and, as a result, children witness effective interaction between the adults that care for them. The environment promotes mutual respect and, therefore, children are confident and polite. Children play and enjoy themselves in pre-school and join in an appropriate range of activities. For example, children concentrate, count, dig and fill containers during a sand activity. Children enjoy this activity although staff are not adequately skilled in extending their communication and thinking skills. Interaction and communication with children is variable throughout the pre-school and, occasionally, staff ask closed questions, which do not give children the ability to think critically. Also, for example, while undertaking nappy changing procedures, staff do not always communicate or interact with children. Therefore, children are not always encouraged to develop vocabulary through positive adult interactions.

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

Children are happy, confident and inquisitive because an effective key person system is established to support the needs of each individual child. Staff are attentive and perceptive to children and offer cuddles and reassurance when required. Strong attachments between children and staff enable children to develop independence and skills for future learning. Routines are established to support positive relationships and children enjoy 'group time' with their key person as part of the daily routine. Children feel emotionally secure and positive attachments are strength of the pre-school. Staff know children well and are responsive to children's interests. For example, children show an interest in role play and a telephone is provided to extend their imagination and expressive creativity. Staff prioritise building relationships with children and time is spent developing trusting relationships. Consequently, the role of the key person is well embedded and children are confident.

Children are familiar with boundaries and recognise what is acceptable behaviour. Staff use appropriate strategies, such as talking to children about their behaviour. For example, staff remind children 'we don't run inside, let's go outside to run'. Staff emphasise the importance of turn taking, encouraging children to play cooperatively together. Staff are consistent in their approach to challenging behaviour and, as a result, expectations are clear and behaviour is mostly good. Positive behaviour is reinforced by boundaries which are displayed on the pre-school wall and include prompts, such as 'we say thank you'. Staff praise children's efforts, which helps to build their self-esteem and motivation to learn. Praise is genuine and plentiful and children respond positively to staff celebrating small achievements.

Children independently follow hygiene routines and are gently reminded by staff to wash hands before snack. However, water accessed by children is cold and facilities for warm running water are out of use. Therefore, children's hand washing procedures are not adequate to support good hygiene and minimise the risk of cross-infection. A variety of snacks is offered to children, including fresh fruit and vegetables, ensuring that children enjoy food and experience a variety of tastes. Bright and interesting displays depicting images of healthy food ensure that children receive consistent messages regarding healthy options, contributing to a healthy lifestyle. Children are able to freely and independently access the outdoor space. Children run, climb and dig in the outdoor environment and physical exercise is well supported. Children negotiate steps to a slide and staff supervise allowing children to try encouraging less confident children to take risks.

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

Safeguarding arrangements are established. Staff understand their role in protecting children from harm and all staff have undertaken safeguarding training. Recruitment and induction procedures are robust and all staff have completed a comprehensive induction procedure. Appropriate checks are undertaken to ensure staff working with the children are suitable to do so. Sampled documentation and records are well maintained and staff

implement policies well. Daily risk assessments are carried out on the environment and equipment to ensure it is safe. Staff take necessary steps to identify and remove hazards but this is not always completed with speed or urgency. For example, standing water in the outdoor environment mud kitchen provides a hazard that is not identified and removed quickly and children are present. Consequently, not all hazards are eliminated in a timely way.

The manager is well organised, friendly and a good role model within the pre-school. Clear priorities for improvement have been identified by undertaking an audit on practice with assistance from the local authority. The manager is driven and committed to strengthen practice. There is a good understanding of the strengths and weaknesses of the pre-school and necessary improvements are addressed in a clear action plan. Self-evaluation is completed by staff, parents and external agencies and an accurate plan is identified for the pre-school's future. The quality of teaching and assessment is monitored by the manager and, as a result, areas for improvement have been independently identified.

A network of external agencies support the pre-school and children benefit from joined up partnership working with parents and other professionals. Parents comment that the pre-school 'is brilliant and children are very happy'. The manager is committed to further strengthen partnership working with parents and is creative in her approach to reach all families. For example, social media is used to communicate with some parents and leaflets are sent home to prepare children for their transition to school. Children are happy in this warm pre-school and there is a clear plan to improve practice to enhance learning.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY470366
Local authority	Oldham
Inspection number	940729
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	36
Name of provider	Werneth and Freehold Community Development Project
Date of previous inspection	not applicable
Telephone number	01616264586

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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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