

Panda Nursery - Marvell House

MARVELL HOUSE CHILDRENS CENTRE, Marvell House, HULL, HU3 1PP

Inspection date

Previous inspection date

16/07/2014

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 make good progress across all seven areas of learning because staff are good teachers who know how to plan for children's next steps in their learning and development.
- Children who speak English as an additional language and children with special educational needs and/or disabilities are well supported. This means that these children's needs are being met effectively.
- There is a robust key-person system that ensures the well-being of children and promotes strong partnerships with parents.
- Children are motivated to learn because the indoor and outdoor environments are stimulating and resources are freely accessible.
- The manager ensures that children are kept safe and healthy through robust policies and procedures that are understood and followed by all members of staff.

It is not yet outstanding because

- Staff do not consistently use effective questioning to extend children's thinking skills or give them time to think before they respond.

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 children engaged in a range of activities, both inside and in the outdoor environment.
- The inspector took account of the views of children, parents, and staff spoken to on the day.
- The inspector looked at children's learning journeys and developmental tracking documents.
- The inspector carried out a joint observation with the manager.
- The inspector looked at documentation, including policies and procedures, that promotes the health and safety of children.

Inspector

Rose Tanser

Full report

Information about the setting

Panda Nursery - Marvell House was registered in 2014 and is on the Early Years Register. It is one of two nurseries owned and managed by a private provider. It operates from within Marvell Children's Centre which is situated close to Hull city centre. Children are cared for in two rooms and there is an enclosed area for outdoor play. The nursery receives funding for the provision of free early education to children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are 30 children on roll. The nursery employs seven members of staff, including the manager. Of these, four have appropriate childcare qualifications at level 3, one at level 4 and two at level 5. The nursery operates Monday to Friday, from 7am to 6pm, all year round except for bank holidays and a week at Christmas.

What the setting needs to do to improve further

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

- enhance opportunities for children to develop their thinking skills, for example, by asking more open-ended questions during their play and giving them time to think before they respond.

Inspection judgements

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

Children have access to a good range of activities and resources that effectively foster their curiosity, encouraging them to be active learners. Staff ensure that children's starting points in learning are assessed swiftly when they start at the nursery. As a result, children enjoy a broad range of appropriate experiences across all areas of learning, right from the start. For example, in an adult-led activity, children explore different ways of mark making with paint. They are encouraged to explore with their hands and brushes, creating different marks on the paper. This supports children's early writing skills, as they see the different marks they make and gain control in using such tools. Staff are well qualified and are good teachers. They know that the planned experiences enable all children to make good progress. Children who speak English as an additional language are extremely well supported to develop their communication and language skills in English and, as a consequence, make swift progress from their starting points. Children with special educational needs and/or disabilities are well cared for, as staff are skilled in providing care that meets each child's specific needs, ensuring every child makes good progress in respect of their individual starting points.

Staff assess all children's learning and development over time, to ensure they are making progress across all areas of learning and are at an appropriate stage, developmentally. They use this information to plan for children's next steps in their learning and development. As a result, children are ready for the next stage of their learning, including school. Staff observe how children approach their learning and use this information to support children's play and exploration. However, occasionally, children's thinking skills are not fully enhanced. Some questioning from staff does not always encourage children's deeper thinking or give them sufficient time for thinking and formulating their answers before they respond. Staff plan interesting adult-led activities, which are linked to individual children's next steps in their learning. Children also enjoy opportunities to follow their own interests, as the daily routine is structured to give them time to initiate their own activities and experiences. Staff enhance the children's chosen play by sensitively joining in and talking about their learning. For example, a child is looking at some weather pictures on the wall. A member of staff observes that the child is showing an interest in the pictures and joins in. She points to the pictures, naming the different types of weather, effectively supporting the child in learning new vocabulary.

The nursery has strong partnerships with parents and engages with them to promote their children's learning and development. Parents spoken to on the day of the inspection praised the standards of care and learning in the nursery. The nursery engages parents in a number of ways. They send books and activities home for parents to share with their children. The nursery has a toy monkey named Marvell, who goes home with the children. Parents are encouraged to write in his diary about his time in their home. The nursery shares children's learning journeys and development trackers with parents and encourages them to contribute information. The nursery values parents involvement in their children's learning, which encourages parents to engage. This promotes positive relationships between home and the nursery.

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

The nursery provides a welcoming setting, fostering a sense of belonging. Children make secure attachments because there is a robust key-person system, giving children warm and consistent care. Parents are kept fully informed about their children's well-being which promotes strong partnerships. Staff are consistent in setting clear and appropriate boundaries. They are good role models, reminding children of the rules that are in place to keep them safe. As a result, children behave well, showing that they feel secure in the setting. Children who are learning English as an additional language are encouraged to use their home language in the nursery. This supports children in understanding that their home language is valued and promotes their emotional well-being. Children are encouraged to play together, helping them build relationships with each other. Staff plan activities that promote cooperation, for example, parachute games, when children have opportunities to learn about working together to achieve an outcome. The indoor and outdoor environments are stimulating and well resourced, which motivates children to learn. There are quiet areas that children use when they want to rest or concentrate on an activity. Staff teach children about assessing risks, encouraging them to seek challenges by trying new activities. A member of staff constructs an obstacle course for children

outside, with wooden blocks, tyres and balance beams. She talks to them about different ways of travelling across the course, encouraging them to be confident to attempt it themselves.

The children are encouraged to become independent as they select the resources for their self-initiated play. The resources are well organised and children are confident to choose what they need for their play and ask for help, when required. They are encouraged to become independent with their health and self-care skills, at an appropriate level for their ages and stages of development. Children enjoy a range of healthy snacks and meals. They are encouraged to serve and feed themselves which supports their growing independence. Meal times are sociable events as children and staff sit together and chat to each other. Children enjoy opportunities to play in the stimulating outdoor area, every day. They have access to a good range of resources and equipment, which promotes their physical development.

The nursery has a transition document that is completed for children when they move to another setting or school. The document includes details of children's approaches to learning and their interests and attainment in the areas of learning. This document is shared with the setting or school to ensure they have the information that will promote smooth transitions for children. Visits are arranged for children to become familiar with their new setting or school. This means that the settings and schools know children's starting points and can meet their needs as they move on.

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

The manager fully understands the safeguarding requirements and ensures that they are followed by all staff and students. She knows that all staff are suitable to work with children through thorough vetting processes. The policies and procedures that focus on safeguarding are reviewed annually, or when changes may be necessary because of new requirements. The policies are all read and understood by the members of staff. Recruitment procedures are rigorous and follow the guidance on safer recruitment. New members of staff are mentored, as part of an induction process, to support and swiftly develop their practice in the nursery. There are robust risk assessments in place to ensure the safety of children. Staff ensure that they know where all children are through regular head counts and effective deployment of staff. Accidents and incidents are regularly analysed to identify if any adjustments need to be made to the nursery, ensuring the further safety of children.

Staff are well qualified and experienced, which means that the children are very well supported in their learning and development. The manager closely monitors the quality of teaching and learning in the nursery. Children's learning and development trackers are analysed to identify if there are any areas where children are making less progress. The manager uses this information to plan improvements so that any gaps in learning for children are closing. Staff have regular supervisions and this gives opportunities for the manager to quickly address any concerns and to provide appropriate support. The nursery

staff access a range of training to further develop their knowledge of the Early Years Foundation Stage. As a result, children and their families benefit from the expertise of highly trained staff.

The nursery works in close partnership with its sister nursery, which is located in the local area. There are also strong partnerships with the local authority advisers, who give good levels of support to the nursery. The manager values this support and ensures that any guidance is acted upon and the impact is recorded. Parents are encouraged to evaluate how well the nursery meets the needs of their children. There are questionnaires given out every term and parents also know that they can share their views with staff at any time. Parents who speak English as an additional language feel included and valued, as questionnaires and other documents are translated into their home languages. These strong partnerships effectively promote the care and learning of all children.

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	EY475203
Local authority	Kingston upon Hull
Inspection number	973764
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	41
Number of children on roll	36
Name of provider	Panda Nursery Ltd
Date of previous inspection	not applicable
Telephone number	01482212152

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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