

Panda Pre-School Coppice

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



Inspection date

27 April 2015

Previous inspection date

29 April 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff have a good understanding of the Early Years Foundation Stage and use this knowledge effectively to teach and engage children in learning. Children who speak English as an additional language and those with special educational needs and/or disabilities are supported extremely well. As a result, all children make good progress in their learning and development.
- Staff have built positive relationships with children. Children are settled and happy. Children explore the environment with confidence and independently involve adults in their play. Staff have high expectations and children's behaviour is good.
- Staff attend regular training opportunities. This has a positive impact on children's well-being. For example, staff attend regular child protection courses and are aware of the authorities to contact should they be concerned about a child's welfare.
- There are established partnerships in place with parents and other professionals. These partnerships support children, as information about their needs is regularly shared. Consequently, children's needs are well met.
- Leadership and management are strong. The manager is pro-active and regularly evaluates the service, so that the pre-school is continuously improving.

It is not yet outstanding because:

- Staff do not always make best use of resources in the outdoor area. Therefore, opportunities for quality learning experiences in the outdoors are not consistently available to children.
- There is scope to improve opportunities for staff to further extend their effective skills and practice, such as by introducing peer mentoring to help them learn from one another.

What the setting needs to do to improve further

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

- enhance the outdoor area by ensuring that resources support a wide range of learning opportunities, in order to consistently support children's learning in all areas
- develop further ways to improve the knowledge of staff, for example, by undertaking peer mentoring, in order that they may learn individual skills from one another.

Inspection activities

- The inspector observed activities and children at play throughout the inspection.
- The inspector spoke with children, parents, staff and the manager throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals and completed a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluative practice and improvement plans.

Inspector

Elisia Lee

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff undertake regular observations of children as they play, in order to identify their developmental stage. Planned activities are interesting and support children to achieve the next steps in their learning. Staff follow the natural interests of children during play. For example, staff support children as they play with construction bricks. Staff ask children to identify different colours and encourage them to sort the bricks into groups of the same colour. Staff introduce keywords, such as 'big' and 'little'. Other children enjoy exploring weighing and measuring as they use scales to weigh different objects. As a result, the impact of teaching is good and children are making good progress in readiness for future moves. Parent partnerships are well established. Parents are invited to contribute to children's progress and assessment records. Some parents contribute information through the online software programme. This enriches the staff's knowledge of children's developmental stage.

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

Staff create an environment, which is warm and welcoming. An effective key-person system is in place and staff understand children's individual needs well. Consequently, children's emotional well-being is effectively supported. Children learn to understand potential risks through discussions, such as talking about road safety. They access outdoor play everyday, which means that physical skills are promoted. The pre-school has a range of resources and children are free to initiate their own play. However, resources in the outdoor area do not always support a range of learning opportunities. Therefore, children's learning experiences in the outdoors are not as rich as those indoors. Daily snacks are provided, incorporating a range of fresh fruit and vegetables. Children are supported through times of change as staff discuss future moves to school and invite teachers from local schools. This supports children in gaining the key skills they need for the next stage in their learning.

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

Staff have a comprehensive knowledge of the Early Years Foundation Stage. Robust risk management is in place. For example, daily safety checks are undertaken. Self-evaluative practice is in place. All actions raised at the previous inspection have been addressed. This shows an ongoing commitment to improvement. For example, observation and assessment systems have been developed. Staff are well qualified and this has a positive impact on teaching and children's progress. The manager regularly monitors children's progress to identify any gaps in learning. These gaps are swiftly adapted into targets, which further drive improvement. The manager supports continued professional development through staff appraisals, staff meetings and regular training events. However, there is scope to enhance this by building on opportunities for staff to share good practice with each other, such as by introducing peer mentoring. Partnerships with parents and other professionals enhance all aspects of children's development.

Setting details

Unique reference number	EY470366
Local authority	Oldham
Inspection number	975208
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 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	29 April 2014
Telephone number	0161 628 9592

Panda Pre-School Coppice was registered in 2013. The pre-school employs six members of childcare staff. Of these, one holds Early Years Professional status, four hold an appropriate early years qualification at level 3 and one holds level 2. 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. 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.

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