

Panda Pre-School

Christ Church Community Rooms, Block Lane, Chadderton, Oldham, OL9 7QB



Inspection date

21 May 2015

Previous inspection date

3 December 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 how children learn. They use effective teaching techniques to ensure children make good progress towards the early learning goals, in preparation for school.
- The pre-school rooms are attractively laid out to stimulate children's inquisitiveness and interest in learning.
- An efficient key-person system ensures all children are well cared for. The techniques used support their personal, social and emotional development.
- Children take small risks when learning in the outdoors. They climb, slide and jump, developing their physical skills.
- Effective systems are in place to keep children safe and secure. Children's attendance is appropriately recorded along with the correct recording of accidents and injuries.
- Safeguarding is good. The leadership team makes sure all staff recognise the signs and symptoms of abuse for the protection of children.
- The highly qualified staff team attend regular training and disseminate their learning to colleagues through regular staff meetings. This improves their professional development to deliver good quality learning opportunities for children.

It is not yet outstanding because:

- There are missed opportunities for children to learn to show an interest in technological toys or understand that information can be retrieved from computers.
- Staff do not effectively use the outdoor environment further in order to build on children's literacy and numeracy development.

What the setting needs to do to improve further

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

- provide further opportunities for children to build on their interests of interactive toys and computers in order for them to gain knowledge about how things work
- enhance and build on children's literacy and numeracy development, for example, by providing print and numbers in the outdoor environment.

Inspection activities

- The inspector toured all the rooms in the pre-school. She observed activities in the playrooms, the outside area and the interaction and learning between staff and children.
- The inspector checked evidence of suitability and qualifications of staff working with the children and the provider's understanding of self-evaluation and improvement.
- The inspector sampled a range of interactive documents which cover the learning and development requirements, including observations, planning and assessments. She also viewed emergency contact information, enrolment forms and written risk assessments.
- The inspector held a meeting with the manager. Discussions took place between staff, children and the inspector at appropriate times during the inspection. The inspector took into account the feedback of the parents.

Inspector

Lisa Maidment

Inspection findings

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

Children make good progress in their learning because all staff have a good understanding of how children learn and develop. They effectively communicate with children who speak English as an additional language, identifying progress made. Children learn vital skills because staff extend children's abilities, introducing new words and phrases. Children remain motivated and focused on activities, which offer stimulation and encouragement. They learn about life cycles of butterflies as they watch live caterpillars turn into chrysalis. They develop their imagination in the mud kitchen outdoors. Children's mathematical skills are promoted as they sing counting songs and dance. However, opportunities for children to interact with technological toys and computers are not fully explored. This is because the new computer is not working and children do not access toys to find out how things work. Furthermore, children have opportunities to develop their literacy, making marks on paper and recognising simple letters in their names. However, this is limited in the outdoor area, as there are fewer signs, labels, words or numbers in the environment.

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

Children's emotional development is supported well. Information gathered from parents initially when children start; helps settle children into the routine of the day. Social skills are learnt as children share activities and staff support children using positive praise. This promotes children's self-esteem. Children identify the change in routine as tambourines are played when tidying up. They support each other when engaged in play and behaviour is good. Healthy lifestyles are discussed as children sit down to nourishing snacks, which they prepare themselves. Intimate care routines are carefully managed to ensure children do not feel vulnerable. Small risks are taken by children when climbing and jumping. Buddying up key person roles ensure all children feel safe and secure when a member of staff is away from the pre-school. In the outside provision, care is taken to give children positive learning experiences and boundaries are set appropriately.

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

The leadership team work well together to promote safeguarding. Effective recruitment practice ensures all staff are suitable to work with children. Staff have a good understanding of child protection and the pre-school's whistleblowing procedure. The online recording of children's observations and assessments enables parents to remotely feed into their child's development and express their views of the pre-school. The manager monitors the educational progress of children closely to make sure that they continue to make good progress in their learning. Staff and parents are involved in the evaluation of the pre-school. This ensures that staff continue to identify and make improvements. Children's voices are heard as staff listen actively to their thoughts and feelings. The manager works closely with other settings and exchanges good practice ideas. She receives support from a local authority adviser to support them in providing a good quality service to parents and families in the local community.

Setting details

Unique reference number	EY339662
Local authority	Oldham
Inspection number	873356
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	41
Number of children on roll	56
Name of provider	Werneth and Freehold Community Development Project
Date of previous inspection	3 December 2010
Telephone number	07928149269

Panda Pre-School was registered in 2006. The pre-school employs nine members of staff. Of these, six members of staff have a qualification at level 3, and one at level 2. The pre-school operates Monday to Friday term time only. Opening times are from 8.45am until 11.45am. On Tuesday, Wednesday and a Friday, the pre-school is open in the afternoons from 11.45am until 2.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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