

# Panda Pre-School

Milldown Road, Blandford Forum, Dorset, DT11 7SN



|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 10 December 2015 |
| Previous inspection date | 20 February 2012 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | Previous inspection:    | Outstanding | 1        |
| Effectiveness of the leadership and management                |                         | Good        | 2        |
| Quality of teaching, learning and assessment                  |                         | Good        | 2        |
| Personal development, behaviour and welfare                   |                         | Good        | 2        |
| Outcomes for children   |                         | Good        | 2        |

## Summary of key findings for parents

### This provision is good

- The manager and committee support staff well to attend training to develop their skills and knowledge. Leaders ensure staff meet children's needs effectively.
- There is good support overall for children who are learning English as an additional language, and for disabled children and those who have special educational needs.
- Staff focus on extending children's independence through everyday tasks, such as tidying up and preparing for outdoor play. This helps children in preparation for moving on to school.
- Staff have a strong understanding of each child's learning needs to plan interesting activities. Effective observation and assessment support them well to identify and tackle gaps in learning to ensure children's good progress from their starting points.
- Strong partnerships with parents and other professionals support children well. Staff have firm relationships with other early years providers and agencies to ensure they work together to meet children's needs.

### It is not yet outstanding because:

- Occasionally, younger children lose interest at story time as the story exceeds their level of understanding.
- Staff do not always work well together to support older children during some group times. They are not all clear on the learning intention of the activity or their role to help children focus and benefit fully from the activities.

## What the setting needs to do to improve further

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

- review story times for the younger children so that stories match their learning needs, and help them focus their attention and develop their listening skills
- review group times for the older children, so that all staff are clear of their role in meeting the learning intention of the planned activity.

### Inspection activities

- The inspector carried out a joint observation with the manager.
- The inspector observed the children during activities indoors and outdoors.
- The inspector discussed the provision with the manager, staff, children and parents at appropriate times during the inspection.
- The inspector sampled a range of paperwork including policies, procedures, children's learning journals, risk assessments and the self-evaluation document.
- The inspector gathered the views of parents through discussion and from comments made in questionnaires.

### Inspector

Shirelle Norris

## Inspection findings

### Effectiveness of the leadership and management is good

The management team monitors all aspects of the provision well to identify any areas that need improving. This evaluative process includes parents, children and staff, ensuring the outcomes for children are a priority. Recruitment procedures are robust. The manager and committee ensure that staff are suitable to work with children. Effective induction enables staff to become familiar with their role and be clear about the setting's policies and procedures. Safeguarding is effective. The manager and staff have a clear understanding of the safeguarding procedures to follow if they have any concerns. Regular safeguarding training ensures staff and the manager are clear on their responsibilities. The management uses rigorous methods to monitor children's learning and development so that no child falls behind in their progress.

### Quality of teaching, learning and assessment is good

Staff provide children with good opportunities to explore and investigate. Attentive staff move around the play areas, working well to join in children's play. They talk to children clearly, making good eye contact and giving children time to think before they speak. This helps children become confident communicators. Staff respond well to children's ideas outdoors. For example, they get children to work cooperatively together to share design ideas when building a large car using crates and tyres. They introduce mathematical language and challenge children to think about the different components of a car they will need to copy. This results in children who achieve well together and learn to solve problems. The enthusiastic staff challenge children's ideas effectively so they become very active learners.

### Personal development, behaviour and welfare are good

Children benefit from a bright and stimulating learning environment where they are happy, busy and confident. Staff have a secure knowledge of children's routines and interests to promote their emotional well-being. The key-person system helps children develop warm relationships with familiar staff. Children develop good personal and social skills. Staff are good role models. They supervise children effectively and teach them to be polite and considerate of others. Staff help children to understand the importance of turn taking and sharing. This helps them play happily alongside one another and means their behaviour is good overall.

### Outcomes for children are good

Children enjoy their learning and develop good personal, social and emotional skills. They learn to take care of their own needs, solve problems and communicate their thoughts and ideas. The range of interesting activities and staff support help children to gain skills that will prepare them well for future learning and moving on to school.

## Setting details

|                                    |                           |
|------------------------------------|---------------------------|
| <b>Unique reference number</b>     | EY435384                  |
| <b>Local authority</b>             | Dorset                    |
| <b>Inspection number</b>           | 822850                    |
| <b>Type of provision</b>           | Full-time provision       |
| <b>Day care type</b>               | Childcare - Non-Domestic  |
| <b>Registers</b>                   | Early Years Register      |
| <b>Age range of children</b>       | 2 - 5                     |
| <b>Total number of places</b>      | 45                        |
| <b>Number of children on roll</b>  | 82                        |
| <b>Name of provider</b>            | Panda Preschool Committee |
| <b>Date of previous inspection</b> | 20 February 2012          |
| <b>Telephone number</b>            | 01258458151               |

Panda Pre-School registered in 2011. It is a committee-run group, which operates from a self-contained ground floor unit in the grounds of The Blandford School, adjacent to Milldown Primary School, in Blandford Forum, Dorset. The pre-school is open from 9am to 3pm. The pre-school provides funded early education for children aged two, three and four years. A team of 18 staff work with the children. One staff member has Qualified Teacher Status, one member of staff have childcare qualifications at level 5, two have qualifications at level 4 and 12 staff have qualifications at level 3 and one staff member have qualifications at level 2.

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