

# Little Panda's Pre-School

Broadoak Community Centre, Broadoak Road, Ashton Under Lyne, Tameside, OL6 8RS



## Inspection date

Previous inspection date

20 January 2017

13 February 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 leads the pre-school with passion and determination. She has developed a culture where children learn with great excitement and staff teach with high levels of enthusiasm. All children make good or better progress across the areas of learning.
- The parental community holds the pre-school in extremely high regard. This is reflected in the written cards and verbal praise received by the inspector. Partnership working is strong. Links with the local authority and other childcare professionals are good.
- Children's speaking and listening skills are particularly well developed. This is because staff model language effectively and expect children to explain their ideas using grammatically accurate sentences. Children of all ages are confident and competent communicators.
- The pre-school places a strong emphasis on inclusion and individuality. Staff teach children well about the importance of respect, acceptance and tolerance. Children are resilient, self-motivated and confident individuals who have a deep understanding of their role in a diverse community.

### It is not yet outstanding because:

- The management team closely tracks the progress of individual children but does not yet consistently review the progress made by different groups of children. Therefore, they do not always have the best possible information available to target precise interventions when they are required.
- The views of parents, staff and children do not currently and consistently inform the pre-school's self-evaluation process.

## What the setting needs to do to improve further

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

- enhance the analysis of children's assessment to track and monitor the progress of a range of different groups, in order to target any specific interventions even more precisely
- develop processes to seek the views of staff, parents and children to inform and enhance the self-evaluation process.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. He looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Luke Heaney

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a thorough knowledge and understanding of the possible signs, symptoms and indicators of abuse and neglect. They know the referral procedure well and fully understand the correct steps to take should they become concerned about the professional conduct of a colleague. Staff receive high levels of support and guidance during supervision sessions and appraisal meetings. Robust targets are set and are regularly reviewed by the management team. Overall, systems for self-evaluation are strong. Improvement plans are sharply focused and the manager's capacity to continually improve and drive forward change is good. Staff attend comprehensive training programmes, which positively impact on outcomes for children. For example, a recent course around creative development has equipped staff with a greater understanding of how to engage boys in imaginative play outdoors. Robust risk assessments are in place and all areas of the pre-school premises are safe and secure. Staff supervise children with great vigilance and are deployed well. Children who speak English as an additional language and children who have a special educational needs or disabilities receive good support. Intervention plans are closely monitored and regular meetings with external healthcare professionals and parents are held.

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

Staff have a good understanding of how children play, learn and develop. They plan meaningful, personalised and challenging activities, which keep children interested and motivated to learn. Children of all ages are enthusiastic and energetic learners. Younger children spend lots of time splashing in water, exploring gloop and making sandcastles. They become fascinated while making porridge for Goldilocks in the home corner and show good levels of perseverance while completing jigsaw puzzles. Older children show good concentration skills as they match colours, count objects and discuss the properties of two-dimensional shapes. They show a love for reading and demonstrate good pencil control as they practise writing their names.

### Personal development, behaviour and welfare are good

Care practices are good across the pre-school. Staff spend time getting to know children and their families during the settling-in period. This successfully supports children's physical and emotional well-being. Staff provide children with plenty of opportunities to be physically active. They discuss the importance of healthy living and prepare healthy, wholesome and nutritious snacks. Staff provide children with clear, consistent and age-appropriate behavioural expectations. Children care for each other and behave very well.

### Outcomes for children are good

Children flourish in this pre-school. They share resources fairly, take turns and help to tidy toys away. They tend to their own physical needs and put their own coats on when going to play outside. Older children discuss capacity during water play and order numerals. They are self-confident and self-motivated individuals who are keen to solve problems and take on new challenges. Children develop positive attitudes towards their learning and are well prepared for their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY451565
<b>Local authority</b>	Tameside
<b>Inspection number</b>	1066193
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Little Panda's Pre-School Ltd
<b>Registered person unique reference number</b>	RP903376
<b>Date of previous inspection</b>	13 February 2013
<b>Telephone number</b>	0161 830 0510 or 07958709041

Little Panda's Pre-School was registered in 2012. The pre-school employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 or above. One member of staff is unqualified. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.45am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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