

Little Pandas

The Salvation Army, Booth Road, Croydon, CR0 1XY



| | |
|--------------------------|----------------|
| Inspection date | 10 July 2017 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| 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

- Managers are committed to helping staff improve their practice so they know how to monitor and evaluate children's progress effectively. They provide good-quality training and support, and take action to ensure they can continually improve the good outcomes for children.
- Children and their families are valued. Children have good relationships with staff, including key persons, who are successful in promoting their confidence and emotional well-being.
- Children have good opportunities to improve their understanding of the natural world. For example, as they learn how to care for plants and as they learn about mini-beasts.
- Staff develop effective partnerships with parents and other providers. They are proactive at sharing information about children's learning and development.
- Managers have effective recruitment and vetting procedures. This enables them to ensure staff are suitable, qualified and committed to provide good-quality care.
- Staff are good role models and support children effectively to behave well.

It is not yet outstanding because:

- Staff do not consistently encourage children to think and make their own contributions during adult-led group activities.
- At times, staff do not match activities accurately to children's abilities to enable them to make consistent progress in their pre-writing and early number skills.

What the setting needs to do to improve further

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

- enhance children's thinking and problem-solving skills, to enable them to contribute to activities more and make better progress in their learning and development
- improve the planning of early writing and mathematical activities to ensure they are better matched to children's abilities so that children make more consistent progress.

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning and development.
- The inspector sampled a range of monitoring records, planning documents, evidence of suitability and a range of other documents, including risk assessment records, policies and procedures.
- The inspector carried out joint observations with the manager.
- The inspector held discussions with the staff and members of the leadership team.
- The inspector spoke to parents and children to seek their views.

Inspector

Victoria Forbes

Inspection findings

Effectiveness of the leadership and management is good

Managers evaluate the provision well and seek the views of parents. This enables them to use the feedback to identify areas for improvement and to secure better outcomes for children. For example, leaders have recently improved the outside play space to help support children's knowledge and understanding of the world. Safeguarding is effective. Managers and staff attend regular training on child protection and show a secure understanding of their duty to protect and keep children safe from harm. Managers and staff assess potential risks and make the necessary adjustments to address concerns. Strong partnerships with parents and other providers ensure that managers and staff are equipped with the information they need to support children's learning and development effectively. For example, parents share information about children's speech and language to enable them to receive additional support.

Quality of teaching, learning and assessment is good

Staff are well qualified. They use their knowledge and skills well overall to plan activities for children to ensure they make good progress in line with their levels of development. For example, staff promote children's understanding of the natural world well when they allow them to care for the plants in the garden. Instructions are displayed in different languages and this support children's understanding of English and the languages of others. There are good examples of how to say words such as 'hello', 'welcome' and 'goodbye', and staff learn key words in children's languages to ensure they can support them effectively. Suitable systems are in place to ensure children's learning experiences are monitored effectively. For example, staff use observations, assessments and tracking to help identify any developmental gaps and the next steps in children's learning.

Personal development, behaviour and welfare are good

Children are happy and settled. They arrive motivated and ready to learn. Children know the routines of the day. For example, children choose their names from the table and put them on a board to register their arrival each day. Activities such as these, help to boost their independence and help them to feel secure and confident. Staff promote children's social and emotional well-being effectively, for example, when they praise children for their efforts or when they provide calm gentle guidance on safety or how to share. This approach successfully helps to support children's good behaviour. There are good opportunities for children to be active and enjoy playing outdoors.

Outcomes for children are good

Children who speak English as an additional language make good progress. Younger children have suitable opportunities to work alongside older children. For example, children discuss what they did at the weekend and enjoy working together to give their 'babies' a bath. Children develop the skills they need for the next steps in their learning and for school.

Setting details

| | |
|--|---|
| Unique reference number | EY486883 |
| Local authority | Croydon |
| Inspection number | 1015865 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 5 |
| Total number of places | 35 |
| Number of children on roll | 39 |
| Name of registered person | Salvation Army Trustee Company (The) |
| Registered person unique reference number | RP903315 |
| Date of previous inspection | Not applicable |
| Telephone number | 0208 680 1924 |

Little Pandas re-registered in 2015. It operates from a large room within the Salvation Army community building in central Croydon, Surrey. Little Pandas operates Monday to Wednesday from 9.30am until 3pm, and on Thursday from 9.30am until midday, during school term time only. The setting receives funding for the provision of free early education to children aged two and three years. In total, six staff work at the setting and all hold appropriate early years qualifications at level 3.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

