

Andy Pandy Pre-School

Portchester Community Association, 2 New Parade, Portchester, Fareham,
Hampshire, PO16 9UY



Inspection date

Previous inspection date

20 October 2017

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Although staff receive some training and development opportunities, these do not effectively increase their knowledge and skills, to help them support children's learning and development and improve outcomes for children.
- Staff do not routinely carry out the required progress check for children aged two years.
- Staff supervision identifies weaker areas of staff performance. However, the manager does not address these weaker areas effectively to improve staff skills.
- Daily routines are, at times, disruptive to children's play and learning.
- Partnerships with parents are not always effective. Some parents are not involved in their children's learning, or asked to share what their children can do before they start pre-school, to help staff provide support in a timely or consistent manner.
- Staff do not consistently support children's developing independence skills.
- Systems to monitor and evaluate the pre-school practice are not established.

It has the following strengths

- The learning environment is clean, bright and inviting. Children freely make choices from a range of resources that supports their learning and development.
- Staff use risk assessments well to keep the environment safe for children. Staff teach children about safety, such as sitting down to eat their snacks.
- Children enjoy playing with their friends and develop their social skills well.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ improve the knowledge and teaching skills of all staff, to help them plan and provide high-quality and challenging learning experiences that enable children to make good progress in all areas of their learning and development	20/12/2017
■ ensure the statutory progress check is carried out when a child is aged between two and three years, to review their progress in the prime areas	20/12/2017
■ improve coaching, support and training for staff to raise the quality of teaching practice to a consistently good level, so that all children make the best possible progress from their starting points.	20/12/2017

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

- improve the organisation of daily routines, experiences and activities to make the most of opportunities to help keep children engaged in their play and learning
- improve information sharing with parents, to establish children's precise starting points, identify each child's individual needs, and accurately monitor their progress in all areas of learning
- make the most of opportunities for children to try and do things for themselves and increase their growing independence skills
- develop systems for self-evaluation, to ensure that key areas for continual improvement are clearly identified and addressed.

Inspection activities

- The inspector observed, listened to and spoke to staff and children indoors and outdoors during the inspection.
- The inspector completed joint observations with the manager. Together they discussed how well staff training and performance contributed to children's learning and development.
- The inspector held a meeting with the manager to discuss the vision for the future of the pre-school and raising outcomes for children.
- The inspector spoke to parents available on the day of inspection and took note of their views.
- The inspector sampled documentation, including suitability checks and children's records.

Inspector

Emma Dean

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff are knowledgeable about child protection and know the procedures to follow if they have any concerns about children's welfare. Staff recruitment is robust. However, the manager does not effectively support staff. For example, although staff have some opportunities to develop their practice, such as through training, this does not extend their teaching skills effectively and enhance children's learning outcomes. There are no systems in place to accurately evaluate and identify where the pre-school needs to improve and develop. Staff ask parents for their views on how to spend additional funding for children. For example, parents have requested further mathematical resources, which are proving popular with children.

Quality of teaching, learning and assessment requires improvement

Staff complete observations of children's learning and development, and generally know children well enough to support their next steps. However, planning is not always targeted or effective enough to help children make good progress. Initially, children's progress is difficult to assess, as staff do not routinely gather information from parents to establish children's starting points. Staff do not always complete the statutory progress check for children aged two years, to accurately identify and address any gaps in their learning and development. Staff provide satisfactory support for children's communication development. For instance, they talk to children about what they are doing. Support for children learning English as an additional language is adequate.

Personal development, behaviour and welfare require improvement

Children have opportunities to learn about the wider world. For example, they explore the local community. Staff support children to develop healthy lifestyles. For instance, they enjoy fresh fruit for snacks and take part in energetic music-and-movement sessions. Children enjoy activities, such as sensory play with oats and pasta. Staff do not plan or deliver effective routines at pre-school. For example, at times, children are left too long waiting for their turn and are not engaged in play and learning. Most children form relationships with their key person and staff support children's emotional development. Staff are suitable role models for children, and children behave appropriately.

Outcomes for children require improvement

Children could make faster progress. They learn some skills to support their move to school, such as recognising their written name. Children are generally confident and interested in the resources and activities at pre-school. They enjoy looking at books and playing outdoors. Children take turns and share resources. Staff do not support children's developing independence skills successfully, as sometimes they complete tasks that children could manage for themselves.

Setting details

Unique reference number	EY492288
Local authority	Hampshire
Inspection number	1022689
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	28
Number of children on roll	30
Name of registered person	Portchester & District Community Association CIO
Registered person unique reference number	RP904258
Date of previous inspection	Not applicable
Telephone number	02392 210048

Andy Pandy Pre-School registered in 2015. The pre-school is open Monday to Friday from 9am to 4pm, for most of the year. The pre-school receives funding for the provision of free early years education for children aged two, three and four years. There are five staff working with the children. All staff hold early years qualifications at level 3.

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