

Panda Pre-School Broadway

586-588 Broadway, Chadderton, Oldham, OL9 9NF



Inspection date	5 January 2018
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

- Teamwork and respect between staff is excellent. Staff regularly share information with each other and communicate well as a team. This contributes to the smooth running of the group and ensures children's needs are quickly met.
- Partnerships with parents are good. Staff share detailed information with parents regularly to promote continuity of care and learning. Parents comment they have lots of confidence in the experienced staff and say that staff are great and very committed.
- Staff regularly observe and record children's achievements. They use this information to prepare suitably challenging activities to support children's next steps in learning. Children make good progress.
- Staff manage behaviour well. Boundaries are clear and children understand what is expected of them. Children are happy and behave well.
- Staff are calm, friendly and children enjoying positive warm relationships with them.
- Accurate self-evaluation procedures include the views of staff, parents and children. This helps to drive ongoing development.

It is not yet outstanding because:

- Occasionally, the pace and quality of questioning and communication used by staff, prevents children from fully developing their language, thinking and communication skills.
- Systems to monitor staff practice, such as peer observation procedures, are not fully established to develop skills and improve the quality of practice to an optimum level.

What the setting needs to do to improve further

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

- extend opportunities for children to think, talk and respond to questions during play
- strengthen systems to monitor the quality of teaching and staff interactions to develop staff teaching skills and raise children's attainment levels even further.

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 completed a joint evaluation of an activity with the manager.
- The inspector held a number of discussions with the manager and staff. She looked at relevant documentation and evidence of the suitability of staff.
- The inspector spoke to children during the inspection.
- The inspector spoke with parents during the inspection and took account of their views.

Inspector

Michelle Jacques

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know how to identify signs that may indicate a child is at risk from harm. All staff know the appropriate actions to take to record and report concerns. This promotes children's welfare. The manager and staff collectively monitor children's progress. Individual and group tracking contributes to staff's good knowledge of children's progress. Staff implement accurate action plans to close gaps in children's learning quickly. Staff comment they feel valued and well supported by an experienced manager. They attend regular supervision meetings and are provided with opportunities to complete tailored training. For instance, staff have recently attended training to develop their knowledge of phonics, and letter and sound teaching. This impacts positively on the quality of teaching. The manager executes robust recruitment and induction procedures. This helps to ensure suitability of staff and promote children's safety.

Quality of teaching, learning and assessment is good

Staff carefully arrange a broad variety of activities to enthuse and engage children. Children enjoy their play and have a positive attitude to learning. For example, children laugh, giggle and clap with excitement as they play interactive technology games. Staff are good role models and have high expectations for children. For example, children are encouraged to scoop and transport water. Children succeed at this challenging task and watch with amazement as water flows down drain pipes. Children develop physical coordination during this challenging activity. Staff sensitively extend children's learning through their subtle interactions. For example, children count and talk about large and tall towers when playing with toy bricks. This supports mathematical skills. Support for children who have special educational needs and/or disabilities is excellent. All children achieve and develop at a steady pace.

Personal development, behaviour and welfare are good

Children's independence flourishes in this friendly and nurturing setting. Staff step back and allow time for children to experiment and solve problems for themselves. For example, they encourage children to independently wash their hands, select plates and open plastic milk bottles during mealtimes. Children are confident, inquisitive and independent. Children enjoy fresh air and exercise daily. Staff support children's physical health well by offering an exceptionally well-equipped outdoor environment. For example, children run confidently, pedal and push bicycles, roll hoops and navigate obstacles with ease. Children are happy, healthy and emotionally secure, in a safe and welcoming setting.

Outcomes for children are good

Older children confidently manage their personal care routines. Children follow instructions well and undertake small responsibilities. For instance, children tidy away toys after play. Children enjoy friendships and are socially confident in group situations. All children make good progress from their starting points and are well prepared for the next stage in their development and the eventual move on to school.

Setting details

Unique reference number	EY495080
Local authority	Oldham
Inspection number	1032945
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	18
Number of children on roll	17
Name of registered person	Werneth and Freehold Community Development Project
Registered person unique reference number	RP904123
Date of previous inspection	Not applicable
Telephone number	01616848686

Panda Pre-School Broadway registered in 2015. It opens from 9am until 3pm, Monday to Friday, term time only. The setting employs three members of staff who work directly with children. The manager holds an appropriate early years qualification at level 5 and all other staff are qualified at level 3. The setting provides funded early education for two-, three- and four-year-old children.

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