

Panda Nursery Ltd

170-172 Spring Bank, Hull, HU3 1PG



Inspection date	27 February 2018
Previous inspection date	10 April 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Staff are welcoming and friendly. They communicate positively with children and form close bonds with them. Children arrive in high spirits and settle quickly.
- The quality of teaching is good. Staff complete regular observations of children's learning and plan a variety of activities based on their interests. Children are enthusiastic learners who make good progress.
- Staff provide good opportunities for children who speak English as an additional language to hear and use their home language to help promote their communication skills.
- Partnership working is strong. Links with the local community, external healthcare professionals and local primary schools are good. For example, staff invite teachers into the nursery to help children prepare to start school.
- The management team and staff share the same vision of high-quality childcare and are committed to developing the nursery. They have made substantial improvements since the last inspection. For example, they have changed the way they plan activities for children. They use self-evaluation processes well to achieve a good standard.

It is not yet outstanding because:

- Some activities do not fully challenge toddler children and help them go beyond what they already know, so that children of all abilities make the best possible progress.
- Staff do not make the best use of opportunities for all parents to contribute in-depth information about what their children can also do at home.

What the setting needs to do to improve further

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

- enhance how the interesting activities planned are differentiated and provide challenge for toddler children of all abilities
- strengthen ways for parents to share more detailed information about what children do at home, that give staff a better picture of their achievements and abilities.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning. She spoke to children and staff throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation. She also carried out a joint observation with the manager. She discussed children's progress with the manager, staff and parents.
- The inspector had a tour of the areas used. She held meetings with the management team at appropriate times during the inspection.
- The inspector looked at evidence of the suitability of staff, including qualifications and training certificates. She also looked at a selection of the nursery's policy documents, including the safeguarding policy and procedures and risk assessments.
- The inspector discussed the nursery's self-evaluation with the manager. She took account of the views of parents through discussion during the inspection.

Inspector

Caroline Stott

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Children's safety is given the utmost priority. Staff are very aware of the possible signs that may indicate a child is at risk of harm. Leaders ensure that all staff know what steps to take should they have a concern. This helps to promote children's welfare and keep them safe. The manager monitors the progress of individuals and groups of children. This helps them to quickly identify any gaps in children's development and implement swift intervention. For example, staff in the pre-school room have introduced a 'Teddy talk' session for children who speak English as an additional language to aid their communication skills. Staff are supported well in their professional development to gain qualifications. They have regular one-to-one supervision meetings with the manager. Training is targeted and policies are reviewed with the staff. This helps them to keep up to date with any changes to legislation and practice.

Quality of teaching, learning and assessment is good

Children are keen to get involved in activities and to explore and investigate. For example, older children delight in watching coloured ice melt and name the colours made as it mixes. Toddlers are keen to share their play dough shapes. Staff support children's mathematical skills well. They skilfully help older children to count confidently and recognise numbers during their outdoor play. For example, they throw snowballs at numbers. Toddlers are supported to count spoonfuls of compost that they place into cups to plant seeds. Staff provide plenty of opportunities for children to make marks to help to develop their early writing skills. For example, older children recognise letters from their name in the snow. Toddlers enjoy sensory exploration through resources, such as sand and compost. Babies are beginning to babble and utter new words as staff carefully show them pictures in a book. This helps support their early communication skills.

Personal development, behaviour and welfare are good

The nursery has a friendly feel where children and families are warmly welcomed. Bilingual staff discuss children's needs with parents, which helps to provide a consistency of care and build good partnerships. Staff are good role models. Children's behaviour is good. Children who are non-verbal understand the behavioural expectations and what will happen next. For example, staff use pictures and visual cues to inform them of any changes in routine. Children thoroughly enjoy outdoor play and eat healthy meals, and older children particularly enjoy a movement to music session. Staff place great emphasis on supporting children's physical health and well-being.

Outcomes for children are good

All children, including those in receipt of funding and children who speak English as an additional language, make good or at least typical progress from the start. Children are energetic and keen learners. They are active and enjoy the environment around them. Babies have plenty of space to practise crawling or walking to support their physical development. Older children build secure relationships with others and learn the key skills they will need for future learning, including school.

Setting details

Unique reference number	EY434201
Local authority	Kingston upon Hull
Inspection number	1097409
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 8
Total number of places	100
Number of children on roll	104
Name of registered person	Panda Nursery Ltd
Registered person unique reference number	RP906308
Date of previous inspection	10 April 2017
Telephone number	01482 212152

Panda Nursery Ltd registered in 2011. The nursery is owned by a private provider and has a manager employed who holds an appropriate early years qualification at level 6. The nursery employs a cook and 23 members of childcare staff. Of these, 18 hold appropriate early years qualifications at levels 2, 3 and 6. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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