

Panda Pre-School Coppice

61-63 Werneth Hall Road, Oldham, OL8 4BD



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| Inspection date | 17 April 2018 |
| Previous inspection date | 27 April 2015 |

| 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 monitors children's progress well. She examines and uses the information to ensure any gaps in children's learning are swiftly closing. This helps to ensure that all children continue to make good progress from their individual starting points.
- The manager and staff team swiftly identify and seek early help for children when needed. They work collaboratively with other professionals to meet the needs of individual children.
- Staff share information with parents about children's progress and next steps on a regular basis. They provide information on subjects such as potty training and behaviour management, and regularly share ideas for enjoyable activities at home.
- The friendly, caring and kind staff get to know children well when they first start. Children have forged secure and affectionate bonds with their key person and they are settled and happy.

It is not yet outstanding because:

- Staff do not always organise small-group times effectively to keep noise levels to a minimum and limit distractions from the other groups.
- Key persons do not always make sure that other staff have all the information they need to provide the maximum levels of support for children's learning.

What the setting needs to do to improve further

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

- review the organisation of some small-group times so that noise levels and distractions are kept to a minimum to promote children's learning
- share information about children's learning more effectively between staff, to make certain that staff caring for children are able to provide them with the highest level of support for their learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector looked at relevant records, documentation and policies. She checked evidence of the suitability of staff working in the pre-school.
- The inspector carried out a joint observation with the manager and discussed her self-evaluation.
- The inspector spoke to staff and held a meeting with the manager of the pre-school.
- The inspector spoke with parents and children during the inspection and took account of their views.

Inspector

Helen Gaze

Inspection findings

Effectiveness of the leadership and management is good

The manager is a very experienced and dedicated leader who is committed to continually improving outcomes for children. She works closely with staff, other early years professionals and the local authority advisers to assess the quality of the setting and to set priorities for improvement. For example, staff are currently focused on extending the good-quality opportunities for parents to be involved in the pre-school and their children's learning. Staff receive good support through regular supervisions and team meetings, to help them to develop personally and professionally. Staff report that they have good access to regular training, helping to keep them up to date with current early years development. The arrangements for safeguarding are effective. The manager supports her staff team to regularly update their knowledge of safeguarding. They are all alert to the possible signs that indicate a child is at risk of harm. Staff are clear on how to report potential concerns to the relevant agencies.

Quality of teaching, learning and assessment is good

Staff carefully reflect on their observations and assessments to identify children's interests, abilities and what they need to learn next. Staff make good use of natural materials to ignite children's imagination and creativity. Children explore using their senses, such as discovering the texture of damp soil and observing what happens when they add water. They develop good language skills as they begin to use new vocabulary and enjoy talking with staff. Children delight in using their imaginations as they play with toy animals. Staff skilfully support children to develop their mathematical language through play. Children spontaneously use skills and knowledge that they have learnt. For example, they tell staff dinosaurs can be big and small. Children have good opportunities to develop their early writing skills as they use pencils to practise writing the letters of their names. They acquire good skills in readiness for school.

Personal development, behaviour and welfare are good

Children are happy and enjoy their time at the pre-school. They arrive eager to learn and easily access the interesting array of resources and activities. Parents are welcomed into the setting and they spend time enjoying the activities with their children and talking with staff during collection and drop-off times. Staff provide good opportunities for children to exercise and investigate outdoors and they develop a good awareness of how to keep healthy. Children's behaviour is good and they respond well to the thoughtfully planned out routine. Staff give children clear boundaries and consistent messages to help them understand what is expected of them. They meet children's emotional needs well.

Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, make good progress in relation to their starting points. Children gain good independence skills. For example, they serve themselves at snack time and help to tidy away resources at the end of the session. Children persevere with tasks and develop new skills, preparing them well for when they move on to school.

Setting details

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| Unique reference number | EY470366 |
| Local authority | Oldham |
| Inspection number | 1095495 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 5 |
| Total number of places | 20 |
| Number of children on roll | 26 |
| Name of registered person | Werneth and Freehold Community Development Project |
| Registered person unique reference number | RP904123 |
| Date of previous inspection | 27 April 2015 |
| Telephone number | 0161 628 9592 |

Panda Pre-School Coppice registered in 2013. The pre-school employs five members of childcare staff. They all hold appropriate early years qualifications at level 3 and above, including one at degree level. The pre-school opens Monday to Friday term time only. Sessions are from 9am until midday and 12.30pm to 3.30pm. The pre-school provides funded early education for three- and four-year-old children.

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