

Andy Pandy Pre-School

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



Inspection date	18 September 2018
Previous inspection date	20 October 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

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

- The manager does not always deploy staff effectively across all areas of the pre-school. Staff in the garden area are particularly busy and sometimes children experience delays when they are waiting for support to use resources outside.
- Staff do not offer children clear and consistent guidance about the type of behaviour they expect. At times, some children display challenging behaviour and other children get frustrated.
- The key-person system is not fully effective. Staff do not provide details of who is available to support parents and children when their allocated key person is away.
- Staff do not provide all children with plenty of chances to move their whole bodies.
- From the last inspection, leaders have not yet addressed all weaknesses in the self-evaluation processes.

It has the following strengths

- There have been some improvements since the last inspection. The staff team has enhanced the planning system to incorporate more activities that children enjoy. Staff have developed their understanding of the toy's children like to play with at home. Children have fun as they engage in interesting activities.
- The management team targets additional funds effectively. They provide children with resources that allow them to practise their developing speech skills. All children make steady rates of progress in their learning and development.
- Staff encourage children to take part in lively debate. Children get very excited as they make links to people that are important to them, such as when they talk about family birthday parties they have attended.

What the setting needs to do to improve further

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

	Due date
monitor the deployment of staff to ensure that they can offer children support at all times	30/10/2018
improve strategies staff use to support positive behaviour and to help children understand the type of behaviour that is expected of them	30/10/2018
develop the key-person system so that parents and children are sure of who to approach for support at all times.	30/10/2018

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

- provide plenty of opportunities for all children to move their bodies in a wide range of different ways
- develop methods used to evaluate the quality of the provision to identify areas for improvement and to raise standards.

Inspection activities

- The inspector held conversations with parents to discuss their involvement with the pre-school.
- The inspector spoke to staff about their knowledge of safeguarding and the procedures they follow to protect children's welfare.
- The inspector observed teaching across the provision and spoke to staff about activities they plan for individual children.
- The inspector viewed an adult-led activity with the pre-school manager, they evaluated what they had seen.
- The inspector discussed progress individual children are making and methods staff use to formulate children's next steps.

Inspector

Julie Bruce

Inspection findings

Effectiveness of leadership and management requires improvement

The manager and her staff team have made a number of improvements since the last inspection. They have developed opportunities for children to learn more about growth and decay. However, some requirements are still not met. The manager does not continually review deployment of staff to check that they are always situated in the best place to assist children. Although, she does maintain the adult-to-child ratios continually. Also, there are still some weaknesses in the methods used to share information with parents. Safeguarding is effective. The manager takes her responsibilities to safeguard children seriously, she regularly tests staff knowledge of child protection. Staff are confident to share details of procedures they follow if they have any concerns about a child's well-being. The manager implements effective recruitment procedures. Only staff subject to appropriate suitability checks have unsupervised access to children. The manager has introduced more opportunities for staff to develop their teaching practice. She provides training and coaches newer staff, such as when she shows them how to role-model activities for children.

Quality of teaching, learning and assessment is good

Staff continually liaise with other professionals involved in children's development, such as when they meet with the Inclusion Coordinator. They act on advice about how to support children's development. Staff encourage children to use their senses. For example, children break-up herbs and discuss the feel and smell of them. Other children talk about scent as they roll out and cut-up chocolate dough. Staff motivate children to use their imaginations. For instance, children build structures and engage in conversation with staff about shape and size. The manager regularly reviews children's learning records. She checks that staff can justify the accuracy of their assessments.

Personal development, behaviour and welfare require improvement

Leaders have strengthened many aspects of the key-person role since the last inspection. Parents are now clear about their children's next steps of development. However, the pre-school operates throughout the year and families are not sure who takes over their child's key-person responsibilities when staff are on holiday. Staff do not always act quickly to resolve disputes and address behavioural issues. This leads to children expressing annoyance. Staff do continually teach children how to make healthy food choices. For example, they provide them with fresh fruit and vegetables and offer parents nutritional advice. However, they do not introduce a variety of ways for all children to be physically active, such as crawling, jumping and rolling.

Outcomes for children are good

Children of all ages are animated as they point out buildings and animals they recognise in familiar books. They display independence as they move around the pre-school and select toys. Children begin to hone skills that they can use when they move on to school. For example, all children, including those that are learning English as an additional language are confident to talk to staff about letters that they recognise.

Setting details

Unique reference number	EY492288
Local authority	Hampshire
Inspection number	10077410
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	28
Number of children on roll	33
Name of registered person	Portchester & District Community Association CIO
Registered person unique reference number	RP904258
Date of previous inspection	20 October 2017
Telephone number	02392 210048

Andy Pandy Pre-School registered in 2015. It is open from Monday to Friday, from 8.30am until 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 six staff working with the children. The manager holds a level 6 qualification. Four members of staff hold early years qualifications at level 3 and another member of staff is qualified at a level 2.

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