

Panda Playgroup

Howell Hall, School Lane, York YO23 3SQ



Inspection date	1 October 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 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

The provision is good

- The quality of teaching is good and staff make learning enjoyable for children. They work hard to provide high-quality learning experiences in this welcoming and inclusive environment. Children progress well from their starting points. They are keen learners who are willing to try new things.
- The caring staff spend time playing with children in a positive way. They build strong bonds with children, who are happy, settled and secure. This nurturing environment fully supports children's emotional well-being.
- Children show a good understanding of rules and boundaries and behave very well. Staff celebrate children's achievements and provide praise for their positive behaviour. This helps to promote children's confidence and self-esteem.
- Partnership with parents is good and parents are actively involved in their children's learning. Staff engage parents daily through feedback, parent consultations and newsletters to ensure parents stay involved and know about their children's experiences at the playgroup.

It is not yet outstanding because:

- The methods for assessment and monitoring that staff use do not yet fully identify gaps in achievement between different groups of children.
- Staff do not always ensure they share enough information with other settings that children attend, to support children's overall development consistently.

What the setting needs to do to improve further

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

- enhance the methods used for assessment to include different groups of children, in order to identify common gaps in children's development throughout the playgroup
- strengthen the links with other settings to help share more comprehensive information about working together to support children's overall development.

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 had a tour of the playgroup and spoke with staff and children during the inspection.
- The inspector completed a joint observation with the playgroup manager.
- The inspector held a meeting with the playgroup manager. She looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector
Lynne Pope

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff have a good knowledge of the signs of abuse and know how to report any concerns about a child in their care to the appropriate agencies. Staff recruitment, vetting and induction procedures are robust. Staff benefit from many opportunities to improve their practice through frequent supervisory meetings with the manager and attendance on training courses. For example, they attend training based on children's specific needs, such as how to administer an Epi-Pen. There is a strong emphasis on self-evaluation and maintaining continuous improvement. For example, the manager observes the different areas that children use to make sure there are stimulating resources to engage children in sustained play.

Quality of teaching, learning and assessment is good

The highly qualified staff understand how children learn through play. Staff provide children with a stimulating learning environment, inside and outdoors. They regularly observe children's play and plan to meet their next steps in learning. For example, staff follow children's interests and extend their play, hiding sea animals in leaves and branches to encourage children to explore in different areas. Children excitedly search for the sea animals and confidently name them when they find them. Staff support children to investigate and explore the world around them as they build their knowledge. Outside, children are involved in building a wall with plastic bricks and enthusiastically spend a sustained amount of time making a cement mixture using sand, stones and water to stick the bricks together. Staff skilfully introduce mathematics asking children how many buckets of water they have used. This helps children to count in the correct order.

Personal development, behaviour and welfare are good

A key-person system is in place and works effectively. Staff help children to settle quickly when they first start in the playgroup. Children learn how to take care of themselves and how to keep themselves safe. For example, staff give them gentle reminders about how to carry a pair of scissors, keeping the blades closed in their hands. Children have regular fresh air and exercise outdoors and are keen to develop their physical skills. For example, they practise their balancing skills on balance tubs. Children demonstrate a caring nature offering to hold the hands of friends to help them to balance. Children are encouraged to lead a healthy lifestyle. Nutritious snacks are available for children throughout the session and children choose when they would like to have snack and what they will have. This helps children to develop their independence.

Outcomes for children are good

Staff prepare children well for the next stages of their learning, including starting school. Children are confident communicators and eager to learn and explore. They confidently talk to visitors and recall their home experiences. Children develop strong social, literacy and numeracy skills. They develop the coordination and hand strength needed for future writing and eagerly start to hear and say the initial sounds in words.

Setting details

Unique reference number	EY501461
Local authority	York
Inspection number	10076806
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 5
Total number of places	24
Number of children on roll	20
Name of registered person	Panda Playgroup (York) Committee
Registered person unique reference number	RP905909
Date of previous inspection	Not applicable
Telephone number	07716 653801

Panda Playgroup registered in 2016. The playgroup employs four members of childcare staff. All staff hold appropriate early years qualifications at level 3 and above including one member of staff who holds early years qualified teacher status. The playgroup opens from Monday to Friday, during term time. Sessions are from 8.30am until 2.30pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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