

Shining Pandas Nursery

St Judes Church Hall, Kings Lane, Egham TW20 0TZ



| | |
|--------------------------|----------------|
| Inspection date | 19 March 2019 |
| 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

This provision is good

- The provider, who is the manager, is committed to making improvements. She routinely reviews ongoing action plans, setting clear targets to make positive changes. For example, recent developments in the garden have enhanced learning opportunities for those children that prefer to play outside.
- Children are happy and very sociable. They enter the nursery confidently and engage in their self-chosen play with great enthusiasm.
- Staff facilitate children's independence very well. They have created an interesting and well-organised learning environment, indoors and outdoors.
- Staff complete accurate observations of children's learning and track their progress well. This means that any learning gaps for individuals or groups of children are swiftly identified and addressed.
- Staff have good relationships with a range of external agencies. This contributes strongly to meeting children's care and learning needs. All children, including those with special educational needs and/or disabilities and those in receipt of additional funding, make good progress in their learning.
- Staff implement effective risk assessments to minimise hazards to children. This helps to ensure their safety and welfare as they play.
- Staff do not fully ensure that all parents have a precise picture of what their children need to learn next to help maximise children's learning at the setting and at home.
- Staff do not use all opportunities to challenge children's mathematical development during their play.
- Staff do not make the best use of opportunities to help children develop an awareness of diversity, such as the cultures, traditions and experiences of others that may be different to their own.

What the setting needs to do to improve further

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

- ensure that all parents are aware of their child's precise next steps in learning, to help maximise children's learning at the setting and at home
- develop further opportunities to challenge children's mathematical development during their play
- encourage children to have a greater understanding of diversity, such as the cultures, traditions and experiences of others which may be different to their own.

Inspection activities

- The inspector took into account the views of parents spoken to on the day.
- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector conducted a joint observation with the provider.
- The inspector held discussions with the provider, deputy manager, staff and children at appropriate times during the inspection.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training records, records for children and evidence of the suitability of staff.

Inspector

Jane Franks

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of policies for child protection. This includes how to report any concerns they may have about a child's welfare. They understand how to identify when children may be at risk of being exposed to extremist views. The provider follows effective recruitment and vetting procedures and ensures that staff working with children are suitable to do so. She uses supervision sessions with staff to support and monitor their performance. This helps to ensure outcomes for all children are given the utmost priority. Training opportunities help staff to build on their existing skills. For example, some staff are being supported to complete further education qualifications. The provider successfully seeks the views of staff and parents to help make the necessary improvements to the pre-school. She uses additional funding well to benefit all children.

Quality of teaching, learning and assessment is good

Staff provide children with a variety of challenging activities that engage them in their learning. Children experiment with a variety of natural resources. For example, they add water into their play and explore the changing textures of rice. Children enjoy role-play activities and imitate real-life situations. For example, they write grocery lists and pretend to go shopping. Staff place a high importance on promoting children's emerging literacy and communication skills. They encourage children to engage in conversations, ask questions and suggest ideas, such as what they might like to buy at the shop. Outside in the garden, children persevere and learn new skills, such as mark making on various surfaces.

Personal development, behaviour and welfare are good

Staff know children well. They gather meaningful information from parents about their preferences, needs and interests upon entry. Children run around and enjoy the fresh air. They pour, tip and transport soil using a range of resources. This helps to build on their physical skills. Children demonstrate an awareness of the high expectations that staff put in place to enhance their understanding of positive behaviour. They readily share the resources and show kindness and consideration to others. For example, when a child is a little sad, another child invites her to join in a painting activity. Staff tune into children's individual needs, for example, they are responsive to children and give cuddles and reassurance when needed. Children follow appropriate hygiene procedures. This helps them to develop a good understanding of good health. Snack time is a superb opportunity for children to sit together and develop social skills.

Outcomes for children are good

Children are motivated to learn. They squeal with delight as they catch bubbles and throw bean bags as part of team activities. Children express a keen interest in books. For example, they sit together in the comfy book area and share stories with each other and staff. Children are confident speakers and learn to recognise and write their names. They gain a secure set of skills in preparation for their move to school.

Setting details

| | |
|--|---|
| Unique reference number | EY501513 |
| Local authority | Surrey |
| Inspection number | 10099228 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children | 2 - 4 |
| Total number of places | 26 |
| Number of children on roll | 35 |
| Name of registered person | Bristow, Nicola Jane |
| Registered person unique reference number | RP910713 |
| Date of previous inspection | Not applicable |
| Telephone number | 07864869612 |

Shining Pandas Nursery registered in April 2017. It is based in Englefield Green in Surrey. The nursery opens Monday to Friday, from 8.30am to 3pm, term time only. It employs five staff, four of whom hold an early years qualification at level 3. The nursery receives funding for free early education for children aged two, three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

