

Inspection of Andy Pandy Pre-School

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

Inspection date: 18 September 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Requires improvement
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What is it like to attend this early years setting?

The provision is good

The manager and staff provide a setting where each child is valued and listened to. Children eagerly come into pre-school and engage in play with their friends quickly. Staff offer a warm welcome to children and parents and they effectively exchange relevant information. Children know who to go to for support and are reassured by the caring staff. This supports children's emotional well-being. Children feel safe and secure due to the calm and nurturing environment the staff provide. Staff have high expectations of what every child can achieve. Children are motivated to learn and confidently explore the interesting resources. They know they can freely choose where, and with what, they want to play. Children work well together, and staff encourage them to develop their resilience skills and to keep trying. For example, children use hammers and persevere to get the 'dinosaurs' out of the balls of ice. Children learn about their wider community and benefit from taking part in 'intergenerational' activities. For instance, children happily sing songs and share resources together with members of the older person's lunch club. This supports their sense of belonging and builds their self-esteem. Children practise their physical skills well. For example, they bounce on a small trampoline and balance on stepping stones.

What does the early years setting do well and what does it need to do better?

- The manager and staff have made significant improvements since their last inspection. They are a highly reflective team, and work very well together, to provide the best possible environment for children to learn and develop. They have worked well with the local authority to implement improvements. They know the areas they still need to develop and have plans in place to address these to further improve outcomes for children.
- Staff are skilled in providing teaching that builds on what children already know and can do. They provide activities that follow the child's individual interests and what they need to learn next. Staff engage and motivate children to learn. For example, they enthusiastically talk to children about the food they are cutting up and using to make 'pizzas'. However, occasionally some staff do not allow children enough time to think and formulate a response for themselves.
- The manager and staff have completed behaviour training to support them further when supporting children. Most children behave very well in the pre-school. For example, they know the rules and follow them well; they can share and are polite to one another. However, at times some staff do not consistently use the planned strategies with children to deal with any unwanted behaviour. As a result, some children are not always clear on the behaviour that is always expected of them.
- Staff know how to keep children safe when they use technology. For example, they set restrictions on the sites children can access and the amount of screen

time they have, and talk to them about keeping themselves safe online. This information has been shared with parents, so they are clear how they can keep their own child safe when using technology at home.

- Staff work effectively to develop children's communication skills. For example, they carry out regular small-group activities and read to children with enthusiasm and excitement. Staff model language well with children and have introduced resources to help parents to further support their child at home. For instance, the manager has successfully worked with a local school to introduce 'bags of support' for parents to take home. They are encouraged to play word games, read stories and have fun with their child to further develop their language skills.
- Staff have a good understanding of how children learn and develop. They know their key children very well. Staff effectively evaluate the impact of the activities on children's progress, including children with special educational needs and/or disabilities and those who are learning English as an additional language. The manager regularly monitors the progress children make to ensure all areas of learning are met. All children make good progress from their starting points.

Safeguarding

The arrangements for safeguarding are effective.

The pre-school is secure and has locks on all entrance and exit doors to keep children safe. Staff know the process to follow if they have any concerns about a child or a member of staff. For example, they monitor children who attend with an existing injury and report to the appropriate agencies without delay. The manager has developed a robust recruitment, induction and supervision process to ensure staff are suitable to work with children. Staff have a clear procedure in place for the collection of children and follow this rigorously.

What does the setting need to do to improve?

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

- build on the good teaching practice in place and ensure all staff give children enough time to think and formulate ideas for themselves
- ensure all staff consistently use the successful behaviour strategies so that children clearly understand the type of behaviour that is expected of them.

Setting details

Unique reference number	EY492288
Local authority	Hampshire
Inspection number	10080639
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	28
Number of children on roll	25
Name of registered person	Portchester & District Community Association CIO
Registered person unique reference number	RP904258
Telephone number	02392 210048
Date of previous inspection	18 September 2018

Information about this early years setting

Andy Pandy Pre-School registered in 2015. It is open on 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 five members of staff working with the children, all of whom hold appropriate early years qualifications.

Information about this inspection

Inspector

Jayne Godden

Inspection activities

- The inspector observed the quality of teaching and the support for children's learning during activities inside and outside.
- The inspector assessed how well the manager and staff understand and implement policies, and how they monitor children's learning.
- A joint observation was carried out by the inspector and manager to monitor the quality of teaching.
- The inspector talked to parents, staff and children during the inspection and took their views into account.
- The inspector undertook a learning walk with the manager to find out about the pre-school and the children who attend.

We carried out this inspection 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.

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