

Inspection of Panda Nursery

Glebe Meadow, High Street, Limpsfield, Oxted, Surrey RH8 0DG

Inspection date: 4 April 2022

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Children's safety cannot be fully assured because of inconsistencies in staff knowledge and understanding of the safeguarding policy. Nonetheless, children are well settled, relaxed and happy. They are warmly greeted by staff at the door and happily self-register by placing a star on their photo. Children demonstrate their close emotional attachments to staff. They readily climb on their laps for cuddles and to share stories. Children point out what they see in the pictures and join in with familiar words and phrases.

Children enjoy exploring resources, which excite their imaginations and motivate them to investigate and experiment. They have many opportunities to be physically active in the indoor and outdoor environments. Children learn how to keep themselves and each other safe. For example, staff encourage children to manage their own risk as they climb and jump together.

Staff have high expectations for children's behaviour and act as positive role models. For example, when children play together in the sand tray, staff support them to wait for their turn when they reach out for something that another child has.

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

- Leaders do not make sure that all staff have a thorough knowledge of the safeguarding policy and procedures. Some staff do not have a clear understanding of what action to take if they have concerns about a child's welfare. In addition, they do not have a clear understanding of the local safeguarding partnership procedures. As a result, children's safety cannot be fully assured.
- Children with special educational needs and/or disabilities, and those who receive additional funding make good progress in their learning. Staff implement a targeted approach to supporting children's ongoing development. Staff forge strong partnerships with other professionals, such as speech and language therapists, to help these children reach their full potential.
- Leaders are committed to providing a high standard of care and education. They review the provision and put in place ongoing plans for improvement. Staff report that they feel well supported by the management team. Leaders provide staff with regular supervision and coaching to aim to ensure the quality practice and teaching is of a good standard. However, they have failed to identify weaknesses in staff knowledge and understanding of safeguarding.
- Partnerships with parents are effective. Leaders maintained good contact with families throughout the COVID-19 pandemic. For example, they made use of online meetings to provide regular feedback to parents about their child's

development. Staff make sure that important information is gathered from, and shared with, parents during drop off and collecting times. Parents report very positively about the quality of care provided and feel that their children make good progress in their learning.

- Staff monitor children's development regularly. For example, they focus on a different child from their key group each week. As a result, all staff have a good knowledge and understanding of what individual children know and can do. This supports them to plan for children's next steps.
- Leaders and staff plan and deliver a curriculum which positively supports children's development. They review the impact of the curriculum on children's learning and make changes to enhance the provision. For example, recent enhancements to support children's speech development have a positive impact on their learning. Children enjoy spending time in the 'reading shed' and 'calm zone', talking to their peers and staff throughout the day.
- Staff understand the importance of supporting children's independence skills. For instance, children successfully put their coats on their pegs and ably dress themselves for outdoor play. Children choose when they would like their snack and automatically remember to wash their hands before coming to join their friends at the snack table.
- Children choose where they play and spend a lot of time in the large outdoor area. They get plenty of exercise and play games, which encourage an understanding of early mathematics. For example, small groups of children have fun as they play jumping games, which encourage them to count the number of jumps they do. Children enjoy additional activities, such as weekly ballet classes and sports sessions. This allows them enjoyable opportunities to further develop their physical skills.

Safeguarding

The arrangements for safeguarding are not effective.

Staff knowledge of the safeguarding policy and procedure is not consistently strong enough across the team. They demonstrate a good understanding of the signs which could indicate a child is at risk of harm and how to refer these to the designated safeguarding lead. However, they do not all have a good understanding of the local safeguarding partnership procedure. As a result, children's safety cannot be fully assured. Although staff complete regular training, this is not effective in ensuring they all understand the procedure to follow if they have concerns about the behaviour of a colleague. There are effective systems in place to make sure that staff are suitable to work with children at recruitment stage, and on an ongoing basis.

What does the setting need to do to improve?

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

	Due date
ensure all staff have a clear understanding of the safeguarding policy and procedure.	11/04/2022

Setting details

Unique reference number	EY445252
Local authority	Surrey
Inspection number	10228655
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	42
Number of children on roll	79
Name of registered person	Panda Pre-School Limited
Registered person unique reference number	RP902758
Telephone number	07812 522492
Date of previous inspection	26 September 2016

Information about this early years setting

Panda Nursery re-registered in 2012. It operates from Oxted, Surrey. It is open from 8am to 6pm on weekdays, during term time only. The setting employs 15 staff, nine of whom hold appropriate early years qualifications at level 3 and two at level 2. The setting receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Natalie Atkins

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The provider joined the inspector on a learning walk and talked about their curriculum and what they want children to learn.
- Children told the inspector about what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The provider and the inspector carried out a joint observation during snack time.
- The inspector spoke to several parents during the inspection and took account of their views.
- A range of relevant documentation was scrutinised.

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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