

# Inspection of Little Panda's Pre-School

Broadoak Community Centre, Broadoak Road, Ashton Under Lyne, Tameside OL6 8RS

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Inspection date:

13 May 2022

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children settle quickly and feel secure in the friendly environment. They are provided with a curriculum that builds on what they already know and can do, and what staff want them to learn next. Children show a positive attitude to their learning. They enthusiastically take part in a broad range of learning opportunities. The manager has strong relationships with staff, who report that they feel supported. Although regular appraisals and supervision are carried out with staff, and most training needs are identified, some staff do not have a secure understanding of all policies and procedures.

Older children enjoy painting spiders and making models of different minibeasts. They confidently recall stories that relate to their minibeast, such as 'The Very Hungry Caterpillar'. They participate in story time by shouting out rhyming words and making the appropriate animal sounds. Younger children listen attentively to staff during circle time. They happily follow instructions to tidy toys away and get their own coats. Children enjoy playing outdoors in the fresh air and explore new equipment excitedly. They giggle with glee as they pour water down a track saying, 'it pops' and 'it splashes'. Staff have high expectations for children and skilfully encourage them to independently experiment with the equipment and explore the different pipes.

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

- Staff focus on identified gaps in children's learning. For example, they have a particular focus on communication and language. The manager has attended relevant training to help her support children. Her new knowledge is shared with the staff team to underpin their practice. As a result, older children use language well during their play. However, on occasion, not enough time is given to allow children to process what is being said to them in order to enable them to respond fully.
- Partnerships with parents are strong. Staff are considerate of parents' individual needs and encourage them to participate in their children's learning. Staff talk to parents daily and receive regular feedback through questionnaires and parents' meetings. As a result, parents praise the staff and say that their children love coming to pre-school. Parents are very happy with the care and support their children receive.
- Staff know their key children well and what the next steps in their learning are. Overall, they plan successfully to help children develop. This leads to children making good progress from their individual starting points.
- Children behave very well. They demonstrate a good understanding of staff's expectations for their behaviour; they follow instructions with ease. For example, they respond accordingly when given 'jobs' during tidy-up time. However, there

is scope for staff to develop a more respectful culture by encouraging children to use their manners during interactions.

- Children have formed good friendships and are kind to each other. They can share and take turns and enjoy playing together. For example, they work together to find the animals in the water tray. They encourage other children to join in the dough activity, and eagerly share the equipment with them. Children celebrate the achievements of their peers, such as star of the week.
- Staff understand the importance of supporting children's independence and self-help skills. For instance, children successfully put their coats on their pegs and ably dress themselves for outdoor play. Staff provide gentle reminders to children about handwashing and toileting.
- The manager works in partnership with parents, other agencies and staff to reduce gaps in children's development. She makes sure that any developmental concerns are responded to quickly. Additional funding is used to purchase resources that best support children to make good progress.
- Staff attend lots of training and receive support from leaders. However, leaders do not ensure that all staff have a secure understanding of all the pre-school policies and procedures. This means that some staff lack confidence in some areas.

## Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular training and can identify possible signs and symptoms of abuse and neglect. They are also aware of safeguarding issues, such as domestic violence and cultural practices. Although the setting has clear and correct safeguarding policies in place, and staff know where to locate them if they need to refer to them, some staff are less familiar with some of the procedures. Staff use risk assessment effectively to keep children safe. They are well deployed and always supervise children. A robust recruitment system is in place to ensure the suitability of all staff.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
provide all staff with opportunities to reflect on and review their knowledge of all policies and procedures.	13/06/2022

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

- strengthen strategies to develop children's language and communication skills by allowing them enough time to think and respond to the questions staff ask
- consider ways to develop a more respectful culture by encouraging children to use their manners during interactions.

## Setting details

<b>Unique reference number</b>	EY451565
<b>Local authority</b>	Tameside
<b>Inspection number</b>	10235922
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Little Panda's Pre-School Ltd
<b>Registered person unique reference number</b>	RP903376
<b>Telephone number</b>	0161 830 0510 or 07958709041
<b>Date of previous inspection</b>	20 January 2017

## Information about this early years setting

Little Panda's Pre-School registered in 2012. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. Two members of staff are unqualified. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.30am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rachelle Pole

## Inspection activities

- This was the first routine inspection the pre-school 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 pre-school
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector observed the quality of education provided indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and the children.
- The inspector spoke to some parents during the inspection and took account of their views.
- The inspector spoke with the manager throughout the inspection to keep her updated as the inspection progressed.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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