

# Inspection of Panda Pre-School

Christ Church Community Rooms, Block Lane, Chadderton, Oldham OL9 7QB

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Inspection date: 17 January 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

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

### The provision is good

Children separate happily from their parents at the front door of the pre-school. Staff who collect children from their parents have learned key words, such as 'hello' and 'goodbye', in children's first language. This helps children to settle and feel safe and secure with all staff. As children arrive, staff help them to find their own names to self-register. This encourages all children to feel included and have a sense of belonging. Children also benefit from staff who are attuned to their needs and act as positive role models. This helps children to understand the expectations for their behaviour and prepares them well for their future learning.

Children are developing good communication and language skills. They have access to a range of books and sing a variety of songs. Children can use the pre-school's lending library to take books home. Staff use books to introduce new language and extend children's learning in other areas, such as their mathematical development. Parents can access the 'book of the month' via a QR code which links them to a storyteller online. This helps all children, including those who speak English as an additional language (EAL), to interact and share books with their families at home.

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

- The dedicated manager has a clear and ambitious vision for providing high-quality and inclusive care and education for all children. Additional funding, such as early years pupil premium, is used to ensure that all children and their families receive the support they need. For example, a lending library with familiar characters has been developed to encourage children to share books with their families at home.
- In general, children's independence is well supported. They access resources, lead their own learning and use tools with purpose in their play. For example, they fill and empty containers during water play. However, this is not consistently encouraged across the pre-school. Some staff perform routine tasks for children which they would benefit from attempting themselves, such as putting their own coats on or pouring their own drinks at snack time.
- Staff support children who speak EAL. They implement targeted plans and intervention strategies, where necessary. Staff work in partnership with parents and wider professionals to ensure that children develop the language they need to thrive. They support children's listening and attention skills so that they benefit fully from the learning experiences offered. This helps children to take part in the routines of the day, such as circle time and story time.
- Children enjoy being active as they develop good physical skills. There are opportunities for children to balance, indoors and outside, and use pedals on tricycles. Younger children begin to use their hands to squash, pinch and roll play dough. Older children use pencils and scissors with increasing control and

coordination. This helps children to make good progress with their physical development.

- The manager accurately evaluates the pre-school's strengths and areas for development. She supports staff effectively through hands-on coaching and regular supervision meetings and observations of their practice. The manager ensures that all staff, particularly new recruits, have access to regular training and role-specific courses. This has a positive effect on children's outcomes.
- Children enjoy good interactions with staff, who talk to them about what they are doing and join in with their play. However, at times, some staff focus on their own teaching agenda and do not consistently adapt their planning to respond to children's individual interests during activities. This means that children are not always fully engaged in activities to help them make the highest possible progress.
- Parents talk positively about their children's learning, particularly their confidence and language development. Parents value the daily updates about what their children have been learning. In addition, staff work closely with parents to help to support children with special educational needs and/or disabilities (SEND). This helps to provide a consistent approach to children's care and learning. All children make good progress.

## **Safeguarding**

The arrangements for safeguarding are effective.

The leadership team ensures that all staff are suitable to work with children. This includes a thorough recruitment process, induction and regular supervision sessions. Staff understand their roles and responsibilities to safeguard children. They carry out regular risk assessments to keep children safe. Staff have an in-depth understanding of safeguarding issues, including the 'Prevent' duty and keeping children safe online. They know how to report concerns about children's welfare or a colleague's conduct in line with local authority procedures.

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

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

- improve opportunities to extend children's independence skills during routines and play
- support staff to continuously adapt their teaching to follow children's emerging interests and maintain their attention.

## Setting details

<b>Unique reference number</b>	EY339662
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10265185
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	41
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Werneth and Freehold Community Development Project
<b>Registered person unique reference number</b>	RP904123
<b>Telephone number</b>	07928149269
<b>Date of previous inspection</b>	26 May 2017

## Information about this early years setting

Panda Pre-School registered in 2006. It employs seven members of staff. Of these, two hold appropriate early years qualifications at level 4, six hold qualifications at level 3, and one holds a qualification at level 2. The pre-school operates from Monday to Friday during term time only. Sessions are from 8.45am to 11.45am. Afternoon sessions are available on Tuesday, Thursday and Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jenny Smillie

## 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 inspector spoke to parents 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 on children's learning.
- The manager and the inspector had a learning walk and discussed the early years curriculum and the activities on offer for the children.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager spoke to the inspector about how they support children with SEND.
- The inspector carried out a joint observation with the manager and discussed how the curriculum is implemented and the impact this has on children's learning.
- The inspector reviewed a variety of documents, including evidence of the suitability of staff, qualifications and first-aid certificates.

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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