

Inspection of Andy Pandy Pre-School

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

Inspection date: 30 January 2023

Overall effectiveness

Requires improvement

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

Although an improvement is needed in relation to the recruitment of volunteers, the arrangements to support children's learning and development are good. Children receive a warm welcome from staff and their friends on arrival. They show confidence when putting their belongings away ready to start the day. Children enthusiastically choose what they want to play with as they explore the pre-school. They sit in the 'snug' book corner and look at books with friends. Children have fun as they mix paint to make a rainbow. They show high levels of excitement as they sing songs. For example, children excitedly change the tone of their voice as they sing loudly and quietly. They laugh as they ask to sing it again. Overall, children behave well and follow the daily routine. They play kindly with friends and respect the views of others.

Children are confident when sharing their thoughts and use vocabulary well. They talk about how they are feeling when exploring emotions. Children give themselves a cuddle when they see the 'loving' emotion card. They make happy, angry, and sad faces together. Children use language to support their play. For example, they talk about 'basil leaves' as they pretend to make dinner with pine cones and leaves. Curiosity of the world around them deepens as they talk about acorn 'hats' and how they grow on trees.

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

- The manager and staff devise a curriculum to support children to develop many skills across the seven areas of learning. Staff have a good understanding of the curriculum and how children learn. They plan activities to encourage children to explore and build on what they already know. This helps children to make good progress.
- The leadership team follows suitable recruitment procedures for all employed staff. For example, all staff are required to undertake an interview, provide references, and complete a probation period. The process for checking the suitability of volunteers is not as robust. Leaders supervise volunteers at all times and complete a standard Disclosure and Barring Service check, which minimises any potential risk to children. However, as volunteers are involved in the preparation and serving of food, they are required to have an enhanced criminal records check.
- Children have good friendships. They are kind and behave well. For example, when children approach the table and there is no space, other children give them their chair so they can join in. Staff encourage children to think of a 'nice' word for their friends when encouraging manners. As a result, children learn to be respectful to their friends.
- Children enjoy the free-flow access to outside throughout the day. They have

plenty of opportunities to practise their physical skills. For example, children kick and throw balls, ride trikes, and build with wooden planks and tyres. Children develop their early writing skills. Younger children make large marks on the floor with paint brushes. Older children use clip boards to write notes.

- Staff teach children to be independent and manage their own personal hygiene. For example, children take themselves to the toilet and know where to find tissues to wipe their noses. Younger children receive encouragement and support to keep on trying. Children enjoy a healthy snack and clear their own plates. However, staff do not consistently ensure that children make choices and promote their independence at snack times.
- Partnership with parents is good. Staff involve parents in their children's learning. They invite parents to meetings to share children's learning and development. Parents share their children's achievements with staff. Staff display these accomplishments on the pre-school's 'proud cloud' board. This allows parents to be involved in children's learning.
- Staff provide good opportunities to support children's communication and language skills. For example, they organise language group sessions that effectively engage children. Children wait in anticipation to see what items are missing from a memory game. They show excitement as they recall the missing items. Staff effectively support children who speak English as an additional language. They obtain key words in children's home languages from parents. This helps children to hear and learn new words.
- Staff supervisions are effective. The manager supports staff to develop their professional practice and well-being. Staff report that they are a close team and managers support them well. The manager reduces unnecessary paperwork to make workloads better for staff. This allows staff to spend more quality time engaging with children.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of safeguarding. Staff access training and know the signs of abuse to look out for. They know how to recognise when children may become subject to extreme or radical views. Staff know the procedures to follow if they have a concern about a child or an adult that they work with. Children are well supervised both in the indoor and outdoor environment. Staff risk assess and ensure that the environment is safe and secure for children to play in.

What does the setting need to do to improve?

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

	Due date
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ensure that supervised volunteers who are involved in supporting children's eating and drinking are subject to an enhanced Disclosure and Barring Service check.	14/02/2023
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To further improve the quality of the early years provision, the provider should:

- review and improve snack times to provide more opportunities for children to develop their independence skills.

Setting details

Unique reference number	EY492288
Local authority	Hampshire
Inspection number	10275817
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	28
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 2019

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 which hold appropriate early years qualifications.

Information about this inspection

Inspector

Kelli Wiseman

Inspection activities

- This was the first routine inspection the provider received since COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken into account their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked about their curriculum and what they want children to learn.
- Children spoke to the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoor and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took into account their views.
- The manager showed the inspector key documentation on request.

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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