

Inspection of Little Panda's Pre-School

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

Inspection date: 30 January 2023

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

Children arrive confidently and are greeted by friendly staff who know them well. They demonstrate high levels of confidence as they approach visitors and talk about what they enjoy at nursery. Children show great pride in their achievements. When they recognise numbers to 10, they pat themselves on the back and say, '1,2,3 well done me!' Children are confident in their own abilities and are self-assured.

Children have developed strong attachments to the staff and each other. They play cooperatively and demonstrate caring behaviours. They talk about how they will practise their new balancing tricks outside, as they do not want to hurt anyone inside. Children reflect on how characters from books may be feeling. They show great compassion as they discuss that the little red hen in the story may be feeling sad.

Children show positive attitudes towards their learning and play. Younger children enjoy rolling and squeezing dough as they create the 'gingerbread man'. Older children explore with paints to create a picture of the pig from a story. They stand back and admire their finished picture and beam as staff praise them. Children recall things they have learned. For example, they know the sound their name begins with. Children make good progress in their learning.

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

- Parents feel well informed about what their children are learning. They state that communication from staff is excellent, and they appreciate the daily updates they receive about their children's routines and activities. Parents state that their children 'love it here'. Partnerships with parents are effective.
- Staff feel supported in their roles. They have access to regular training opportunities and support from the enthusiastic manager. However, this support does not focus precisely on the individual development needs of staff. This means that professional development is not targeted effectively enough to raise the quality of teaching to an even higher level.
- Staff know the children well and are clear about the skills and knowledge they want children to gain. However, when carrying out planned activities, staff do not adapt their teaching in response to what children are showing them about their current interests. For example, when children begin to use resources for purposes other than what the staff intend, staff continue to encourage children to access the planned activity. Consequently, some children lose concentration.
- Staff regularly read stories to children. Children know a range of familiar stories and talk about what happens in their favourite books. Children eagerly attempt to make characters from a story in the dough area. When staff finish reading

stories to older children, they ask, 'can we do it one more time, please?' Children are developing a love of books.

- Children are provided with opportunities to develop their mathematical knowledge. Staff spontaneously count as they play alongside children. Older children have opportunities to use their knowledge of numbers in their everyday routines. They recognise numbers on the calendar and count how many children are at nursery that day. Children are developing an understanding of number in a fun way.
- Children are extremely independent. On entering the nursery, all children find their own peg and hang up their coats and belongings. During meal routines, children pour their own drinks and place their bowls away in the sink when they have finished. Children independently find the tissues to wipe their own noses and then wash their hands. Children's self-help skills are well supported.
- Children are developing many skills required in readiness for school. They follow routines and respond to instructions from staff. Children are encouraged to meet their own toileting needs throughout the day. They have many opportunities to develop their small hand muscles in readiness for later writing, as they shake instruments and scoop up sand. Children make marks on their drawings to identify them as their own, later beginning to write recognisable letters. Children are provided with knowledge and skills in readiness for their eventual transition to school.

Safeguarding

The arrangements for safeguarding are effective.

The manager is fully aware of her responsibility to keep children safe. Since the last inspection, she has introduced a range of support for staff to enable them to be confident in their knowledge of the nursery's safeguarding policies and procedures. Staff are all confident to talk about the possible signs and symptoms of abuse and the procedures to follow. They are aware of the procedures to follow should they have any concerns about the conduct of a colleague. Staff talk to children about how to keep themselves safe. For example, staff talk about the risk of tripping over if children's shoe laces are not tied.

What does the setting need to do to improve?

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

- provide staff with more targeted performance feedback to raise the quality of their teaching to the highest level
- focus on what observations show about children's interests so that teaching can be adapted to support children's levels of engagement and to ensure they make optimum progress.

Setting details

Unique reference number	EY451565
Local authority	Tameside
Inspection number	10246480
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	48
Number of children on roll	54
Name of registered person	Little Panda's Pre-School Ltd
Registered person unique reference number	RP903376
Telephone number	0161 830 0510 or 07958709041
Date of previous inspection	13 May 2022

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. 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

Rebecca Weston

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and 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 interactions between staff and children.
- The manager and the inspector carried out a joint observation of a group activity.
- Parents shared their views of the nursery with the inspector.
- The manager provided the inspector with a sample of key documentation on request, including documentation to demonstrate the suitability of staff.

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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