

# Inspection of Panda Play Playgroup

The Old School Hall, 50 West Street, Winterton, South Humberside DN15 9QF

---

Inspection date: 24 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

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

### **The provision is good**

Children are happy and settled at this caring and well-established community setting. Children leave their parents excitedly with a wave and a smile. They are happy to see their friends and settle well. There are effective settling-in procedures in place. Children talk confidently, and with enthusiasm about their family and new siblings that have recently been born.

Children are independent learners. They choose from the many resources on offer to extend their interests. For example, children enjoy wrapping bandages around toy animals as they talk about a recent trip to the vet's with a family pet. Children are confident communicators. They talk with the inspector about their adventures with 'Peter Panda', who they take home with them and who accompanies them on 'lots of adventures' with their families.

This setting truly embraces the local community. Children have many opportunities to visit the local shops, parks and farms. They are proud to take part in the community 'Charity Float' competition each year. Children learn about the world around them and people who help them. For example, they enjoy visits from local police officers, firefighters and nurses.

Children have plenty of opportunity to develop their physical skills, both indoors and outdoors. They enjoy balancing on beams, running, jumping and using a variety of soft-play equipment to support this. Children benefit from healthy and nutritious snacks daily.

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

- Overall, children benefit from a well-planned programme of activities that supports their development across all areas of learning. Children explore a well-resourced outdoor and indoor learning environment, which they thoroughly enjoy. However, the manager has not thought through how staff are deployed effectively in order to fully support children as they play and learn.
- Staff benefit from regular training opportunities, such as focusing on developing children's language, that support the quality of education. Staff support children's language and communication skills well. They skilfully communicate with children. They use questioning effectively to challenge children's thinking. For example, when children talk about having 'solar panels' on their house. Staff skilfully introduce new vocabulary and ideas that extend children's learning.
- Children's mathematical development is supported particularly well. Children are encouraged to explore mathematical ideas at every opportunity. For example, they count how many steps it takes to cross an activity mat, use tape measures and make predictions as to who is the 'tallest' and 'smallest'. Children count

independently during play and make patterns using dough, cars and sticks.

- Staff have clear expectations of children's behaviour and help them to develop positive attitudes to learning. They use lots of praise and positive reinforcement to support children's understanding. Children who struggle to manage their emotions are swiftly supported to re-engage. Children are kind and respectful to staff and each other. For example, older children support younger children to hang their coat on their peg.
- The manager and her staff team have a good overall understanding of how best to support children. Additional funding is used well to support children's learning and development. Staff work in partnership with a variety of multi-agency professionals to ensure that any support children require is put in place swiftly. However, some staff do not always have a full understanding of strategies in place to support children, which can lead to some minor inconsistencies in teaching.
- The leadership team recognises the importance of supporting mental health and well-being. The setting has a designated mental health first aider, who supports both children and staff. Staff have training planned to support their understanding of how to create calm and nurturing learning spaces. Children benefit from resources designed to reflect on their feelings. For example, children who struggle to regulate their emotions access a 'feelings basket' to support their understanding of this.
- Partnership with parents is good. Parents are happy with the communication strategies that the setting uses. They feel well informed of their children's learning and development. Parents are very complimentary about the support that they received during the COVID-19 pandemic.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of safeguarding. They access training and refresher courses frequently to ensure that their understanding remains strong. The manager has frequent discussions with staff to ensure that any training needs are identified and acted upon swiftly. Risk assessments are completed daily to ensure that children's safety remains paramount. Staff are aware of action to take should an allegation be made, or they have a concern about a child's safety or welfare.

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

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

- ensure that staff are deployed effectively, so that all children can benefit from support as they play and learn
- strengthen communication between staff to ensure an even more consistent

approach to supporting children's learning.

## Setting details

<b>Unique reference number</b>	205715
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	10263298
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary 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>	28
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	PandaPlay Committee
<b>Registered person unique reference number</b>	RP519406
<b>Telephone number</b>	07985 226803
<b>Date of previous inspection</b>	27 April 2017

## Information about this early years setting

Panda Play Playgroup registered in 1993 and is located in Winterton, North Lincolnshire. The playgroup employs five members of childcare staff. All hold appropriate early years qualifications, including two at level 3, and three at level 5. The playgroup opens from Wednesday to Friday, term time only. Sessions are from 9.15am until 3.15pm. The playgroup provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Yvette Brown

## Inspection activities

- This is the first routine inspection the provider has 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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Staff spoke to the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the setting with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023