

# Inspection of Pandamonium Limited

Ebenezer House, Tower Road South, Bristol BS30 8BJ

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Inspection date: 29 January 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children enter this nurturing and inclusive environment happy and ready to learn. They independently find their pegs and know where their things belong. The children show that they feel safe and secure as they freely explore the well-organised pre-school. Staff deploy themselves in each area of the room and engage with the children at their level. They build children's confidence and self-esteem by offering them meaningful praise.

The manager and her team have clear intentions for children's learning. They focus on developing children's independence and teaching them how to do things for themselves. Staff choose special helpers to conduct small tasks, such as washing up bowls and plates, cutting fruit for snacks or completing a safety check of the garden. This supports children to take ownership of the play environment and fosters a sense of belonging. Children show determination and perseverance. At lunchtime, the children struggle to open their crisp packets. Staff demonstrate how to pinch the top and pull. As the children pull on the crisp packets, staff encourage them to keep trying until they succeed.

All children understand and follow good hygiene practices. They independently use the toilet and wash their hands using the correct technique. Older children talk about germs on their hands and the effect they can have on their health.

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

- The manager and her team have created a broad and balanced curriculum. They prioritise children's communication, independence, and social skills. Staff know the children well and plan a range of activities based on the children's interests. They interact well with the children and help them to achieve their next stages of learning. Children make good progress from their starting points.
- Children enjoy exploring the mathematical table. They name shapes by counting the sides and use words such as big and small. However, staff do not always extend and challenge children's mathematical knowledge past what they already know, particularly for older children.
- Parents praise the manager and her team for their continued help and guidance. Staff provide information and support to parents who may be concerned about potty training, fussy eating, bereavement and welcoming a new sibling. Staff keep parents updated on their child's progress and development. They provide activity packs and reading books to support learning at home. Staff make home visits to get to know the children and their families before they start. Parents state that their children are excited to attend pre-school and come home eager to tell them about their fun-filled day.
- The support for children with special educational needs and/or disabilities is

exemplary. The highly experienced special educational needs coordinator advocates hard for these children. She works closely with parents and other professionals to ensure that children get the support they may need to make the best possible progress. Staff provide children with a well-planned daily routine. They use visual prompts and signing to ensure that those children who are non-verbal or learning to speak English as an additional language understand what is happening next.

- Children enjoy a wide range of physical activities. They walk to the local sports facility with staff, where they participate in gymnastics lessons. This provides the children with a safe space to challenge their bodies physically and to take risks. Children run and chase each other in the garden. They climb the play equipment and balance on the obstacle courses, which strengthens their muscles.
- The manager and her team are passionate about supporting other early years settings. They conduct network meetings where they share ideas to support providers in improving their quality of education. Staff collaborate with parents and children to evaluate their provision through an action research cycle, which highlights areas for change. The management team is dedicated to supporting staff's health and well-being. Staff feel comfortable to talk to the manager about any issues at home or work. They receive appreciation gifts and treats from each other, which creates a positive workplace culture.
- Children develop a love of literacy. They enjoy joining in with songs and listening to stories, which extends their vocabulary and imaginations. Children take book bags and cuddly toys home. When they bring them back, staff encourage the children to share their experiences with others. This builds children's confidence in communicating and socialising with others.
- Staff have high expectations for children. Children show kindness and empathy towards others. They happily share their toys and play well together. The children have a positive attitude to learning and develop a 'can-do' attitude. However, at times, staff do not consistently reinforce the rules and boundaries of the setting. Children sometimes run around inside and go down the slide backwards. This can result in them hurting themselves or others.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first

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

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

- provide more opportunities for children to count and use mathematical language in their play, to further their knowledge of numbers and mathematical concepts

- support staff to reinforce the rules and boundaries consistently in order to help children understand how to play safely.

## Setting details

<b>Unique reference number</b>	EY431701
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10308347
<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>	36
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Pandamonium Limited
<b>Registered person unique reference number</b>	RP530863
<b>Telephone number</b>	07780 686 167
<b>Date of previous inspection</b>	6 March 2018

## Information about this early years setting

Pandamonium Limited registered in 2011. The setting operates during term time, from 8am to 5.30pm, Monday to Friday. There are nine staff members working directly with children, including the provider. All staff hold a level 3 early years qualification. The setting receives funding for the provision of free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Louise Phillips

## Inspection activities

- This was the pre-school's first routine inspection since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provision.
- The inspector and the deputy manager completed a learning walk and discussed the provision and the curriculum.
- The inspector observed the quality of teaching during both indoor and outdoor play and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector held a meeting with the manager to discuss how they self-evaluate the provision.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff to work with children and paediatric first-aid certificates.
- The inspector spoke to a small number of parents during the inspection and considered the large number of written testimonials.
- Children spoke to and engaged with the inspector during the inspection.

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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