

# Inspection of Panda Pre-School Coppice

61-63 Werneth Hall Road, OLDHAM OL8 4BD

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Inspection date: 13 February 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 are welcomed into this safe and inclusive setting by the kind and attentive staff. Some children are new to the setting. Staff support them, gently taking their hands and reminding them where to hang their coat. They ask children where they would like to play. Children and staff build close bonds, and children feel safe and secure. Staff consistently demonstrate caring behaviour. This is copied by the older children. For example, they move around the table to make space for their friends to join in with activities. Children are kind, and behaviour is good. Staff plan for regular outdoor learning, and children enjoy their time outdoors. They sit together to look at books, and they use cars to mark make in the sand. Children laugh together as they play turn-taking games. These experiences support children who learn best in an outdoor environment.

The curriculum is carefully planned to encourage children's engagement. For example, staff know children like sensory play. They add paintbrushes to coloured rice, and children have a fabulous time as they make patterns in the rice. Children are eager to join in. They engage well and are ready to learn. Children with special educational needs and/or disabilities (SEND) benefit from the care of knowledgeable staff, who spend time getting to know their likes and dislikes. This helps staff to know how to support each child. Children, including those with SEND, make progress.

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

- The setting has recently recruited a new manager. The senior manager is offering support to maintain consistency during this transition. A robust recruitment procedure has been followed. This helps to keep children safe.
- Staff well-being and continual professional development are considered. Staff say they feel supported by the online training and supervisions they receive. However, professional development is not always focused on identified areas for improvement. Therefore, staff knowledge is not consistently extended to benefit children's learning.
- The senior manager and staff consider the needs of the children who attend when planning the curriculum. For example, currently, the setting is supporting disadvantaged children and children with SEND. The manager and staff have created additional cosy spaces for children. This helps children to feel safe and relaxed.
- Behaviour is good. Staff praise children for the behaviours they want to see, such as sharing and using good manners. They remind children to use 'kind hands' and they respond quickly when children have disagreements. The older children show care to children who are new to the setting. For example, they show them where to go to wash their hands. Children behave well and show

care for others.

- On occasion, the noise levels in the room are disruptive to children's learning. For example, children use music on tablets while other children are having a quiet group activity. Children find it hard to engage and concentrate at these times.
- Children are encouraged to be physically active. Staff sing action rhymes with children, encouraging them to 'stretch high' and 'bend low'. Children practise balancing, jumping and building with large blocks. Children have a tremendous time as they develop their core strength and large muscles.
- The setting supports children's language and communication. Staff offer numerous opportunities for children to sing and look at books. Children talk about the pictures on each page. They enthusiastically join in with familiar phrases in books and songs. Children, including those who speak English as an additional language, make good progress with their speaking and listening.
- The curriculum is planned to give children ample opportunity to develop their independence. For example, staff encourage children to take responsibility for putting away toys at tidy-up time. Children are proficient in taking their coat off and hanging it up. Children are increasingly able to take care of their own needs.
- Partnership with parents is good. Parents speak positively about the information they receive from the staff, including ideas to support children's learning at home. They say their children 'are like different children' after just a few weeks at the setting. They say they 'chatter more' and are increasingly independent. Parents say they are confident their children will be ready for their move to school.
- The setting works closely with support services to help keep children safe from harm. For example, the setting maintains good communication with social workers and supports parents to access 'Early Help' services. This helps families to receive appropriate support during times of crisis.

## 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:**

- focus staff development on identified areas for improvements, to benefit outcomes for children consistently
- consider noise levels during quiet activities so children can remain fully engaged.

## Setting details

<b>Unique reference number</b>	EY470366
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10311996
<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>	20
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Werneth and Freehold Community Development Project
<b>Registered person unique reference number</b>	RP904123
<b>Telephone number</b>	0161 628 9592
<b>Date of previous inspection</b>	17 April 2018

## Information about this early years setting

Panda Pre-School Coppice registered in 2013 and is located in Chadderton, Oldham. The pre-school employs five members of childcare staff. Four hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday, term time only. Sessions are from 9am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lynn Richards

## 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 observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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.

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