

Inspection of Panda Playgroup

Howell Hall, School Lane, York YO23 3SQ

Inspection date: 9 July 2024

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	Good
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What is it like to attend this early years setting?

The provision is good

Staff offer a warm welcome to families as they arrive at this inclusive playgroup. Children enter cheerfully, join in and are ready to learn. Staff form strong bonds with all children. This means that children feel safe and confidently look for any known adult for support. Children's behaviour is good. Staff offer praise for tasks well done and for trying to achieve a new goal, for example jumping. This boosts children's self-esteem and well-being.

Staff implement the playgroup's balanced curriculum through daily routines which is linked to children's interests. Children are involved in what should be available each day. For example, they decide what craft items they would like on the table. This has a positive effect on children's motivation to learn. Children with special educational needs and/or disabilities (SEND) and children who speak English as an additional language are given additional support. This helps all children to make good progress from their starting points.

Staff offer children a range of opportunities. For instance, children grow strawberries in the on-site garden and take trips on the train to visit different towns. Children take regular walks to the local park and the shops. This helps children to develop a broad range of knowledge and understanding of the wider world.

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

- Staff know children well. They gather comprehensive information from parents before children attend. This helps to plan children's learning from the start. Staff find out about children's interests and use this to plan individualised learning. For example, children have shown an interest in shapes. To help children remember the names of the different shapes, staff and children have given the shapes names, such as 'Suzy Circle'. This ensures that learning is incorporated into children's interests.
- The provision for children with SEND is good. The whole team work well together to support children. They ensure that children's individual needs are being met. For example, the whole team have undertaken training in Makaton to support children's communication and language skills. This reassures children and parents that all staff can meet their needs.
- Children benefit from developing their physical skills, both indoors and outdoors. They learn to climb and balance on the indoor climbing frame, negotiating the cargo net safely. Outside, children throw balls through hoops held up increasingly higher by staff. Children develop the strength in their fingers as they roll and mould play dough. This helps to prepare them for future skills, such as writing.

- Overall, behaviour is good. Children are kind, helpful and are learning to share and take turns. However, in group activities, staff do not always support children to understand how they are expected to behave. For instance, during group activities while staff sit on the floor, children sit in various locations, including the arm of the sofa. Children are easily distracted from the movements of other children who get up to collect resources and get up too. This means that children do not get the best possible learning opportunities from these activities.
- Staff model language as children play. They speak clearly and talk about what children are doing. However, at times, children are not supported to think and find answers for themselves. For example, when some music starts to play, children ask, 'What's that noise?' Staff automatically say it is music. Children are not encouraged to think for themselves or to go and explore where the music is coming from. This hinders children's ability to develop their thinking skills.
- Staff promote children's healthy lifestyles well. Children and staff sit and eat together at mealtimes. They discuss what is in their lunch boxes. Staff talk about chickpeas, apricots and watermelon. Children, in turn, talk about what they are having for lunch. Composting is part of the snack time routine. Children know to put their food waste into a container, ready to go on the compost heap in the garden. They know this helps to feed the fruits and vegetables that they are growing. This helps children to understand where food comes from.

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:

- improve the organisation of group activities, so children have a clear understanding of expectations from the outset, to help them fully engage and maximise their learning
- allow children more time to think and find out things for themselves to extend their learning and build on their existing knowledge.

Setting details

Unique reference number	EY501461
Local authority	York
Inspection number	10351617
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 3
Total number of places	24
Number of children on roll	12
Name of registered person	Panda Playgroup (York) Committee
Registered person unique reference number	RP905909
Telephone number	07716 653801
Date of previous inspection	1 October 2018

Information about this early years setting

Panda Playgroup registered in 2016 and is based in Copmanthorpe, York. The playgroup opens Monday to Friday, during term time only. Sessions are from 8.30am until 3pm. The playgroup employs four members of staff. Three staff hold appropriate early years qualifications, including one member of staff who holds early years teacher status, one holds a level 6 and one a level 5. The playgroup provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Suzanne Thompson

Inspection activities

- This was the first routine inspection the provider received 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 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.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the manager.
- The manager showed the inspector 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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