

Panda's

Inspection report for early years provision

Unique reference number	EY321158
Inspection date	01/12/2011
Inspector	Janet Keeling
Setting address	South Hykeham School, Wath Lane, Lincoln, South Hykeham, Lincolnshire, LN6 9PG
Telephone number	01522 681919
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Type of setting	Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Panda's opened in 2006. It is a privately run setting providing before and after school care. It operates from facilities at South Hykeham Primary School in Lincoln, Lincolnshire. Children have access to the school playground and playing fields for outdoor play. The setting serves children and families from the local and surrounding areas.

A maximum of 32 children from four years to under eight years may attend the setting at any one time. There are currently 43 children on roll, of whom, seven are within the early years age group. Children attend for a variety of sessions. The setting opens Monday to Friday during school term time. Sessions are from 7.30am to 8.50am and from 3.15pm to 6pm.

The setting has procedures in place to support children with special educational needs and/or disabilities, and is able to support children for whom English is an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are six members of staff who work directly with the children. Of these, five hold a National Vocational Qualification (NVQ) at level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children share warm and friendly relationships with staff and their peers, and as a result, they are happy and settled at the setting. They engage in a range of enjoyable activities which support their individual interests and learning needs. Staff are caring, work well as a team and act as good role models. They provide an inclusive and welcoming service where the uniqueness of each child is valued and respected. Most policies and procedures are in place and implemented effectively to safeguard and promote children's welfare. Meaningful partnerships with parents and other early years professionals at the host school have been firmly established, ensuring continuity of care and learning for all children. All staff demonstrate a positive commitment towards the sustained and continuous improvement of the setting which is well placed to develop in the future.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve monitoring procedures, such as appraisal systems, in order to fully enhance staff development
- develop further the process of self-evaluation in order to gain the views of all

staff.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively. Staff have a good understanding of their roles and responsibilities while protecting children in their care. This includes their duty to record and report any concerns and to share the setting's safeguarding policy with parents on admission. Effective recruitment and selection procedures ensure children are cared for by suitable adults. Risk assessments and daily checks are completed, ensuring that potential risks to children are minimised. Written fire evacuation procedures are displayed and staff ensure that regular fire drills are completed. Written policies and procedures are in place for the effective running of the club and are made available for parents to see at any time. Staff routinely verify the identity of all visitors and have effective procedures in place for the safe arrival and collection of children. The deployment of resources is good. For example, all available space is used effectively to support the children's individual needs and interests, while staff are deployed successfully to ensure that children are supervised safely at all times.

Staff work well as a team and have a good understanding of their roles and responsibilities. They are caring, calm and act as good role models. They warmly interact with the children during play and respond to their individual needs, and as a result, children feel safe and secure. The manager and staff are committed to improving outcomes for children and demonstrate a positive attitude towards the sustained and continuous improvement of the setting. However, while systems for monitoring and evaluating the quality of the service are in place, not all staff have been able to fully contribute their ideas. Staff are well supported in their roles. However, while the registered person is fully aware of monitoring staff performance, the setting's staff appraisal procedures are not yet fully implemented. Staff actively promote equality and diversity and ensure that all children are fully integrated into the setting.

Meaningful partnerships with parents and carers have been firmly established. Staff dedicate time getting to know children and their families, fostering good relationships which ensure children settle quickly and feel secure. There is a regular exchange of information and staff keep parents up-to-date about aspects of children's care and progress. A parents' notice board ensures that parents and carers have access to information about the running of the setting. For example, their registration certificate and public liability insurance are displayed. Feedback from parents during the inspection was very positive. They said their children are happy and enjoy a wide range of activities. They also commented on the friendly and approachable staff who are flexible in meeting the needs of both their children and family commitments. Staff have developed positive links with other early years professionals at the host school, and as a result, children's care, learning and well-being are further supported.

The quality and standards of the early years provision and outcomes for children

Children benefit from the staff's caring and friendly manner, and from the welcoming and calm atmosphere within the setting. Staff genuinely enjoy their roles and responsibilities and spend quality time interacting and supporting children. All children are valued and treated with equal concern, with any specific requirements being met sensitively through discussion with parents. On admission to the setting all required documentation is completed, ensuring that children are cared for according to their parents' wishes. Staff know the children very well, they observe and assess them as they play and use information gained to fully support each child's ongoing learning and interests. All children in the early years age group have individual learning folders which contain both written and photographic evidence of their achievements. These folders are available for parents to see at any time and are also shared with the reception class teacher. Children's contributions within the setting are fully recognised and their sense of belonging is fostered well. When asked, the children said they were happy and enjoyed playing with their friends.

Children are familiar with the daily routines and look forward to meeting up with their friends where they can share the day's news and play together. They access a wide range of activities both indoors and outdoors and are aware of what resources are available within the setting. Children play well independently and with their peers and show respect for each other as they share and take turns. They confidently seek help and support from staff when required. Groups of children choose their own activities and follow their own interests. Children chat happily together as they design and colour pictures, while others construct a wooden train track. There is great excitement and laughter as children engage in a role play activity. They eagerly set out the fruit and vegetable store and take turns to be the shop keeper and customer. They cooperate well together and have lots of fun. There is enormous excitement as children engage in a cooking activity. They help to weigh the ingredients, take turns to mix the cake mixture, then eagerly help to fill the cake cases. Children engage in junk modelling, potato printing, paper weaving and sand play activities. They also access computer games and programmable equipment. Children have good opportunities to develop their physical skills and have daily access to the outdoor areas. They relish being in the fresh air where they enjoy the challenges of the trim trail equipment and use bats, balls and skipping ropes. They also enjoy team games such as football and rounders. Older children in the group are very aware of the younger children's needs and can be found helping and supporting children while engaged in activities.

Children develop a good awareness of how to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. For example, staff remind children to use equipment safely and not to leave the hall without a member of staff being present. Children also know what to do if the building needs to be evacuated in an emergency as they engage in regular evacuation drills. Their behaviour in the group is very good. Children are polite, well mannered and respond positively to the boundaries set. They develop confidence and self-esteem

because staff give regular praise, encouragement and support. Children show respect for staff and each other and are currently helping to review the setting's golden rules. Their understanding of good hygiene practices are reinforced throughout the sessions. Children engage in activities that promote their understanding of healthy eating and freely access drinking water throughout the session, ensuring they remain hydrated.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met