

# St Patrick's Pandas Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY287057
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<b>Type of setting</b>	Childcare - Non-Domestic

## 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).

## Description of the setting

St. Patrick's Pandas Pre-School was registered in 2004. It is a committee run provision and operates from a purpose built building within the grounds of St Patrick's Roman Catholic Primary School, in Farnborough, Hampshire. Children have use of an enclosed outdoor play area and the school grounds. Suitable toilet and kitchen facilities are available.

The pre-school serves the needs of families in the area and the local community, and works in close partnership with parents, the primary school and in sympathy with the Catholic ethos. The group is registered to care for a maximum of 26 children on the Early Years Register. There are currently 37 children aged between two and under five years on roll. There is one child currently attending with learning difficulties and/or disabilities and two children speak English as an additional language.

The pre-school operates each weekday from 09.00 to 12.30, during school term times. Afternoon sessions are also provided on a Monday and Wednesday from 12.40 to 15.40. Children attend for a variety of sessions or stay all day. There is one full-time and five part-time staff currently working with the children, four of whom hold a recognised early years qualification. Three members of staff are currently working towards a level three qualification. The setting is a member of the Pre-School Learning Alliance (PLA), is accredited to level two and receives support through a teacher mentor from the school and the local authority.

## Overall effectiveness of the early years provision

There is a lovely atmosphere at this pre-school, with all staff working closely as a team and children actively engaged throughout the session. Staff have a good knowledge of the Early Years Foundation Stage (EYFS), although the new planning and assessment systems require some minor areas for improvement to ensure they are fully effective. Management have a clear and realistic understanding of the strengths and weaknesses of the provision, and actively involve the staff in their evaluations and any actions taken to secure improvement. Inclusive practice is well promoted, as staff treat children with equal concern and respect each child's background and needs. However, one minor weakness has been identified in the promotion of children's home languages.

## What steps need to be taken to improve provision further?

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

- further develop the promotion of inclusive practice by displaying key words in children's home languages around the pre-school learning environment
- continue to assess the current planning systems to ensure that written plans for adult-led activities identify children's individual learning needs
- further develop the system for assessing and monitoring children's

development, by clearly showing why children have achieved particular developmental stages towards the early learning goals.

## **The leadership and management of the early years provision**

The care of the children is well supported as the majority of staff have appropriate qualifications and experience, as well as a friendly and professional approach and a commitment to further training. Children benefit because effective recruitment procedures ensure staff are suitable to work with them. Regular appraisal systems ensure that staff receive ongoing support, and adult to child ratios are maintained at all times, which ensures the children are well supported. All staff have a good understanding of their responsibility to ensure children's safety and well-being. They are knowledgeable about child protection and are expected by management, to attend advanced training in this area to further enhance their understanding.

Staff clearly understand their roles and responsibilities within the group and provide well-organised sessions, with clear routines which help children settle and become confident. Staff display a positive attitude towards continuous improvement and recognise areas for development. A number of evaluation systems are in place which are having a positive impact on the setting's improvement. All recommendations raised at the previous inspection have been addressed. For example, the outside play area has now been created into a lovely extension of the indoor learning environment with opportunities for scientific, creative and maths activities as well as physical activities.

The manager has provided a full and comprehensive set of policies and procedures that all staff are aware of and implement on a daily basis. These are also readily accessible to parents. Parents are encouraged to share information about their children's starting points which helps to ensure staff can plan for their individual needs. Parents receive quality information regarding all aspects of the pre-school, and have regular meetings with staff to keep updated about their child's progress. Many parents sign up to the 'Parent Helper' rota to help out during sessions, and are warmly encouraged to stay if they feel their child is struggling to settle.

## **The quality and standards of the early years provision**

Children benefit from the well organised, stimulating and vibrant learning environment. Staff greet parents and children warmly as they arrive and ensure each child has their own named coat peg and drawer, which gives them a sense of ownership and belonging. Children move freely and confidently and use safe and well-maintained equipment appropriate to their age and stage of development. They regularly spend time outside in the fresh air as the free-flow system allows them to gain access to the garden whenever they wish. Children work together to build ramps for their cars from guttering and planks of wood, play on the wheeled toys and help to tend the plants in the garden. This is a particular pride of the group who have now won the 'Rushmoor in Bloom' competition twice running. Other favourite activities include painting and making collages from a range of materials that are freely accessible in a nearby craft trolley. Children enjoy singing,

inviting visitors to the pre-school and joining in the weekly P.E. sessions in the school hall.

Staff are confident in their delivery of the EYFS. They use effective teaching methods and a good balance of self-chosen play and adult initiated activities to extend children's learning. Planning is clear and links to all six areas of learning, although a new system has recently been implemented, which the group are reviewing regularly. This includes how they can clearly identify on the daily plans, the children's individual learning needs. All children have a key person who is responsible for undertaking observations, maintaining children's progress records, and sharing their achievements and progress with parents. There is one minor weakness however, as staff do not tend to link an entry in children's assessment records to a particular activity, observation or the children's work to show good clear evidence to support why they feel children have achieved a stage of development.

Children make their own decision about when to stop and have snack or a drink as they freely access the healthy snack bar during the session. Children show a firm understanding of good hygiene procedures and are well protected as all staff have attended paediatric first aid training. The children's safety is very important to the staff. They are deployed effectively to supervise the children in all areas, both inside and out to maintain their safety. The premises are kept secure and formal risk assessments are undertaken. Staff are familiar with the pre-school's evacuation procedure and children practise this regularly. Children are considerate and thoughtful in their play and confidently share their resources. Staff are good role-models and model calm and polite behaviour. They give good support to children with learning difficulties and English as an additional language, although there is currently limited labelling around the pre-school room in languages other than English, to enable children to fully develop and use their home language in their play and learning.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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