

St Patrick's Pandas Pre-School

Whitefriars Avenue Road, Farnborough, Hants, GU14 7BW

Inspection date	22/10/2014
Previous inspection date	23/09/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The caring, family atmosphere at the pre-school enables children to feel secure and happy.
- Staff model good manners and reinforce children's good behaviour with praise and encouragement.
- Staff have a good understanding of how to promote the health and safety of the children in their care. They effectively use daily risk assessments to ensure potential hazards are minimised during activities and in all areas of the premises used by the children.
- Children are making good developmental progress, and are well prepared for the next stage in their learning and their eventual move on to school.

It is not yet outstanding because

- Staff do not always maximise all opportunities to help develop children's mark making and emerging pre-writing skills.
- Opportunities to promote children's independence are not fully promoted, particularly during snack time routines.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the inside and outside learning environment.
- The inspector conducted joint observations with the supervisor.
- The inspector held a meeting with the supervisor, and took account of the views of parents spoken to on the day.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children, and the provider's self-evaluation form.

Inspector

Hazel Farrant

Full report

Information about the setting

St. Patrick's Pandalas Pre-School 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 pre-school is open each weekday, term time only, from 9am to 12.30pm. Children are also able to stay for lunch. Afternoon sessions are also available Monday to Wednesday from 12.40pm to 3.40pm. Children attend for a variety of sessions or stay all day. The setting is in receipt of funding for the provision of free early education to children aged two, three and four. There are currently 40 children on roll. There are seven staff who work with the children, all staff hold a recognised early years qualification. The preschool receives support through a teacher mentor from the school and the local authority.

What the setting needs to do to improve further

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

- maximise all opportunities available in order to develop children's emerging mark making skills, for example, by having writing materials readily available in all role play areas

- strengthen children's independence skills during everyday routines, for example, by encouraging children to help prepare foods for snack time.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The quality of teaching and learning is good. This is because staff are secure in their knowledge of how children learn best. This is through their good knowledge of what interests the children have, and their understanding that children learn in different ways and at different rates. Staff gather all relevant and important information from parents before their child starts at the pre-school. Staff use this detail as part of their initial assessment, and it also helps to identify what the children know and what they can do. Staff continue to use assessment effectively to identify children's next steps in learning and plan activities to enable them to make good progress. Activities are relevant, imaginative and provide good challenge for all children. Consequently, children are making good progress and are well prepared for the next stage in their learning, such as going up

to school. Staff successfully complete progress checks for children aged between two and three years, and share these well with parents. This means that parents are fully aware of their child's development and of any areas where their child's progress is less than expected. This information then enables the appropriate support for a child at an early stage, which helps to narrow any gaps in their progress. Staff recognise the importance of sharing ongoing information with parents about their children's learning. For example, alongside the staff's observations of children, parents share details about their children's learning at home. In addition, staff encourage parents to add their comments to the 'celebration tree'. The staff use this information to plan and provide complementary activities so that they can effectively support children's learning, both at the setting and at home. Children can also take the pre-school panda bear home. When they return with the toy they can share their stories and adventures with their friends. This all effectively promotes parents involvement in their child's learning.

Children develop good communication skills. Staff foster their listening and attention, especially during group discussions and story times as they capture children's attention and aid their understanding. During group discussion staff encourage children to describe, recall and answer questions which are posed by them. Staff are successful in using strategies, such as 'Every Child A Talker', to help children to communicate. Children are showing interest in numerals and shapes, which staff display in their environment. They have regular opportunities to learn about numbers. For example, the children count the days of the week, and months of the year. Staff generally provide ample writing tools, which enable children to practise their emerging writing skills. However, they do not always capitalise on all opportunities to enhance children's early writing skills. For example, by providing writing tools in the role play areas for children to make meaningful marks with during their play. Children like to look at books, happily exploring them on their own or with others. They listen with interest to stories read by staff. Children's understanding of the world and natural curiosity is fostered well. Outdoors children like to play with the sand or earth, experimenting by scooping, pouring and adding different resources to investigate in different ways. Children are physically confident and competent. They handle tools well, such as scissors, pencils and paintbrushes. Children confidently use tongs to pick up small items, and this successfully promotes their hand and eye coordination skills. They also enjoy the challenge of steering wheeled toys around the outside play area, developing their spatial awareness and coordination.

The contribution of the early years provision to the well-being of children

The caring, family atmosphere at the pre-school enables children to feel secure and happy. Each child has a named key person, who gets to know them well and ably supports their care and learning needs. Staff prepare children very well for starting at the pre-school by encouraging them to visit with their parents, for short periods, before they start. In addition, staff undertake home visits and these also help to prepare children for the move from home to the pre-school setting. Children settle quickly because staff find out about their interests, likes, dislikes and care routines from parents. Children's behaviour shows they feel safe and secure in the pre-school, and are very comfortable with the staff. Consequently, children display a strong sense of belonging, which has a positive effect on

their emotional well-being. Staff model good manners, and reinforce children's good behaviour with praise and encouragement. As a result, children are learning to share and take turns, and play happily together. Staff provide a well-resourced learning environment both inside and outside. All toys and games are stored in low-level units to ensure children have lots of opportunities to make choices and develop their independence. There are appropriate arrangements to prepare children for their move to school. These include arranging visits to the schools they will be attending.

Children are developing an understanding of a healthy lifestyle. They eat healthy snacks during the day, and parents provide a healthy packed lunch for midday. Staff members sensitively remind children to eat their sandwiches first before they eat other foods. Children learn how to pour their own drinks and serve themselves. However, they do not routinely help with preparing snacks to provide additional challenge and further promote their independence skills. Children learn about the need for good hygiene practices as they routinely wash hands before touching food and after visiting the toilet. All staff are aware of children's allergies and food preferences, and effectively meet their individual needs. All staff hold valid first-aid certificates and ensure that any child who is hurt or unwell is appropriately treated. All accidents are recorded appropriately and shared with parents, and medication is only administered if prior consent is given by parents. Cosy areas within the indoor environment give children opportunities to rest, relax and play quietly as and when they need. Daily access to the large outdoor area means that children benefit from fresh air and exercise. As a result, children's health is promoted well, which has a positive impact on their physical and emotional well-being.

Staff encourage children to think about their own safety during everyday routines and activities. For example, children understand the importance of clearing up any water they spill on the floor so that they do not slip over. They learn about road safety through discussion and through role play. Children are supported well in using equipment safely, such as scissors in their craft activities. The regular fire evacuation drills enable children to learn how to protect themselves in the event of an emergency. Consequently, children's understanding of keeping safe is fully promoted and helps to ensure that they can play and learn in a safe environment.

The effectiveness of the leadership and management of the early years provision

Safeguarding is a high priority for the pre-school, and there are robust systems implemented to ensure the safety of the children. Staff have a good understanding of the signs and symptoms which would cause them concern about a children's welfare. They know the procedures to follow and who they must refer their concerns to. Secure recruitment and induction procedures are implemented, along with regular checks to ascertain staff's ongoing suitability. Regular risk assessments cover all areas of the building and the outside areas children use. Staff carry out daily checks on the premises to identify, and address, potential hazards. This also promotes children's safety effectively. The staff are experienced, well qualified and demonstrate a good knowledge of the Early Years Foundation Stage. They have clear development plans to ensure they keep their

knowledge up to date, and all staff attend relevant training courses. For example, all staff regularly update their safeguarding and paediatric first-aid training. Clear arrangements for staff supervision and appraisals also contribute to their professional development. All of the staff clearly demonstrate good knowledge of the learning and development, and safeguarding and welfare requirements of the Early Years Foundation Stage. This effectively promotes children's learning and development. The supervisor monitors the educational programme well to ensure children are making good progress. Activities are planned to ensure children are suitably challenged and based upon accurate observations and assessment.

Staff demonstrate a strong commitment to promoting good relationships with parents. They understand the importance of working in partnership and the positive impact this has on the children's learning and development. Parents have access to all written policies and procedures, which are readily available. Daily discussions, newsletters and information boards offer parents an insight into the activities available to children. This ensures they are fully aware of all aspects of their child's day. Parents spoken to during the inspection talked about how well their children were progressing, and how their children enjoy coming to the pre-school. They also commented on how happy their children are and the good information and support staff provide. Staff are also very aware of the importance of working with other professionals. For instance, they have established effective links with the staff from the host school, as well as with speech and language therapists. The management team and staff regularly complete a self-evaluation process and improvement plans, and these also include the views of parents and children. This helps them to effectively identify areas of development which are well targeted to improve and enhance children's learning experiences. Therefore, management and staff demonstrate a strong commitment to driving continual improvement.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY287057
Local authority	Hampshire
Inspection number	986259
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	40
Name of provider	St Patrick's Pandas Pre-School Committee
Date of previous inspection	23/09/2008
Telephone number	01252 548823

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

