

# St Patrick's Pandalas Pre-School



Whitefriars Avenue Road, Farnborough, Hants, GU14 7BW

<b>Inspection date</b>	25 April 2017
Previous inspection date	22 October 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not use assessments of children's learning to monitor their progress effectively. They do not plan activities well enough to meet children's individual needs. Not all children, including those who speak English as an additional language, make good progress from their starting points.
- The manager does not monitor staff practice effectively to identify areas where staff need support to ensure teaching is consistently good.
- Staff have not been successful at sharing information with all parents to engage them in their children's learning and to help them to support their learning at home.
- Staff do not share regular information with other settings children attend to provide a consistent approach to children's learning.
- The manager and provider reflect on teaching practice and the quality of the provision. However, reflection is not rigorous enough to identify all areas for improvement.

### It has the following strengths

- Staff form positive relationships with children. Children are confident to interact with staff and feel safe and secure in their care.
- Children develop a good awareness of healthy lifestyles. For example, they learn to develop good hygiene practices and an awareness of healthy eating.
- Behaviour is good. Staff support children to learn to behave well, form friendships and to play cooperatively.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ improve the use of assessment to obtain a clearer understanding of children's abilities and to plan accurately for their next steps in learning, in order to help all children make good progress</li> </ul>	04/06/2017
<ul style="list-style-type: none"> <li>■ provide effective monitoring, support, coaching and training for all staff to ensure the quality of staff practice and teaching is consistently good</li> </ul>	04/06/2017
<ul style="list-style-type: none"> <li>■ ensure that all parents receive sufficient information about children's development to keep them informed and help them support children's learning at home.</li> </ul>	04/06/2017

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

- develop further links with other settings that children attend to establish a two-way flow of information regarding children's achievements and next steps so they receive continuity in their learning
- make effective use of self-evaluation to identify all weaknesses and to take appropriate action to raise the quality of the provision.

### Inspection activities

- The inspector had a tour of both the inside and outside areas of the pre-school.
- The inspector spoke with children, staff and parents to gain their views.
- The inspector examined a sample of children's records, policies and other documents.
- The inspector completed a joint observation with the manager. Together, they observed staff interactions with children during a group activity and evaluated it.
- The inspector discussed the self-evaluation process with the provider and manager.

### Inspector

Alison Southard

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The recently appointed manager has implemented some changes to guide improvements. However, it is too early for those changes to take effect to support all children to make good progress. Safeguarding is effective. The manager and provider ensure that staff have a good understanding of what would concern them about a child's welfare. This includes a procedure for the safe use of mobile phones in the pre-school, in order to help protect children in their care. The manager and provider place a strong focus on children's safety. They complete rigorous risk assessments of the premises, ensure ratios are adhered to and that staff supervise children well. The manager and provider check staff update mandatory training, such as first aid. However, they have not yet established effective systems to support and coach staff to help improve outcomes for children.

### **Quality of teaching, learning and assessment requires improvement**

Some staff lack a clear understanding of how to use information from assessment to plan for children's individual needs to build on what they already know. The new system to assess children's learning is not yet embedded. Nevertheless, staff plan some interesting activities that motivate children to join in. Staff encourage children to explore the different sounds that instruments make, explore different textures and develop an interest in literacy as they look at books together. Staff engage children in a range of discussions. They teach children about the wider world. For example, staff help children to learn about differences between themselves and others through a variety of activities.

### **Personal development, behaviour and welfare require improvement**

Staff do not share regular information with other settings children attend or inform all parents about their children's development to provide consistency for children. However, they share information with parents about their child's well-being and the pre-school's policies. Children have a suitable understanding of the rules and boundaries and respond well to these. Staff encourage children to help with daily tasks and routines, such as tidying away the toys. They teach children how to stay safe. For example, staff ensure children regularly practise the evacuation drill. Children are confident to discuss what to do in an emergency.

### **Outcomes for children require improvement**

Children do not make good enough progress because teaching and learning are not targeted to help meet their individual needs. Nevertheless, they develop some of the skills they need in readiness for school. For example, children learn to read familiar words, such as their names, and to put their coats on. Children use a range of equipment confidently and benefit from physical play, both inside and outside. They develop suitable independence skills. For example, children learn to use knives safely during snack time.

## Setting details

<b>Unique reference number</b>	EY287057
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1096194
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	St Patrick's Catholic Primary School Committee
<b>Registered person unique reference number</b>	RP524587
<b>Date of previous inspection</b>	22 October 2014
<b>Telephone number</b>	01252 548823

St. Patrick's Pandas Pre-School registered in 2004. It is situated within the grounds of St Patrick's Roman Catholic Primary School, in Farnborough, Hampshire. The pre-school is open Monday to Friday term time only. Sessions are from 8.30am to 3.30pm Monday to Wednesday and from 8.30am until 12.30pm Thursday and Friday. The pre-school is in receipt of funding for the provision of free early education for two-, three- and four-year-old children. There are six staff who work with children. Of these, five hold a recognised early years qualification at level 3 or above.

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