

St Patrick's Pandalas Pre-School



Whitefriars Avenue Road, Farnborough, Hants, GU14 7BW

Inspection date	8 March 2018
Previous inspection date	25 April 2017

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

Summary of key findings for parents

This provision is good

- The manager, staff and leaders have worked tirelessly since the last inspection to make significant improvements to the setting which have benefited the children. Overall, the manager monitors the provision well and works with the staff team, the committee and leaders from the host school to prioritise areas for future improvement.
- Staff provide children with a wide range of exciting and challenging activities. They make regular observations and accurately identify children's next steps for learning to help them make good progress from their starting points in readiness for school.
- Children quickly develop secure bonds with staff, who are calm, attentive to their individual needs and act as good role models. They help children to follow simple rules, and children manage their own behaviour successfully.
- Partnerships with parents and others are well established and highly effective. Staff keep parents regularly informed of their children's ongoing learning. They provide parents with ideas so they can support children's continued achievements at home.

It is not yet outstanding because:

- Staff miss opportunities when interacting with children to challenge their critical-thinking skills and extend their learning even further.
- Leaders do not fully consider the views of the children as they plan for future improvements.

What the setting needs to do to improve further

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

- monitor staff performance and ensure staff make the most of their interactions with children to consistently challenge their critical-thinking skills to the highest levels
- consider effective ways of including the views of children in the setting's plans for future improvements.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation of teaching with the manager.
- The inspector held a meeting with a manager, the committee and a representative from the local authority.
- The inspector spoke to a number of parents and took account of their views.

Inspector

Melissa Cox

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have attended safeguarding training and have a good understanding of the procedures to follow should they have a concern about a child. The manager, who is also the designated lead for safeguarding, works very effectively with other agencies to ensure children's well-being. The manager is very effective in continuing to support staff, and the team benefits from close monitoring and targeted support to raise the quality of teaching. Staff have many opportunities for continued professional development and, together, they monitor the impact training has on children's outcomes. For example, they seek out and attend training courses, such as behaviour management, that are relevant to the needs of all children. The manager has effective systems to monitor children's achievements. She quickly identifies any gaps and tailors the teaching to meet the individual learning needs of children.

Quality of teaching, learning and assessment is good

Staff know the children well and make good use of children's interests to motivate their learning. They support children's growing vocabulary very successfully and there are ample opportunities for children to develop their listening skills. Children become fully engaged in role-play games with staff as they take on the role of a doctor at the hospital and view their patients' x-rays. Staff support children's mathematical development effectively. For instance, children learn about size, shape and measurement and readily use these terms as they play. Children develop a great love for reading and enjoy singing rhymes and sharing stories.

Personal development, behaviour and welfare are good

Staff place a high priority on promoting children's emotional well-being, and children have formed exceptionally strong bonds and attachments with their key person. Staff actively listen to children and play alongside them, showing interest in what they do and say. They encourage children to listen to others and work together to resolve problems, such as how to take turns with toys. Children make healthy choices at snack time and show good levels of independence and self-care skills. All children are highly motivated and engage in daily physical activities with enthusiasm. For example, they enjoy digging and exploring with their hands in mud, soil and sand outdoors. Staff are highly effective in supporting children's additional medical needs. They monitor the safety of the children effectively and ensure the premises are safe.

Outcomes for children are good

Children are very confident, motivated and concentrate well. They make their own choices in their play, learn to share and take turns well. Children learn to count, identify numbers and enjoy listening to stories. Older children recognise their names and link sounds with letters. They have an exceptionally positive attitude to learning that helps to prepare them very well for their move to school. Children are eager to develop their early literacy skills. For example, they recognise and write their own names, and are imaginative as they write shopping lists and prescriptions.

Setting details

Unique reference number	EY287057
Local authority	Hampshire
Inspection number	1097919
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	40
Number of children on roll	48
Name of registered person	St Patrick's Catholic Primary School Committee
Registered person unique reference number	RP524587
Date of previous inspection	25 April 2017
Telephone number	01252 548823

St Patrick's Pandas Pre-School registered in 2004. It is situated within the grounds of St Patrick's Catholic Primary School, in Farnborough, Hampshire. Sessions are from 8.30am to 3.30pm on Monday to Thursday and from 8.30am until 12.30pm on Friday, term time only. 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 eight staff who work with children. Of these, five hold a recognised early years qualification at level 3 or above.

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