

# Panda Nursery

Inspection report for early years provision

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**Unique reference number** EY434201  
**Inspection date** 12/04/2012  
**Inspector** Rosemary Beyer

**Setting address** 170-172 Spring Bank, HULL, HU3 1PG

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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*.

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## **Description of the setting**

Panda Nursery was registered in 2011 and is privately owned. It operates from converted premises near the centre of Hull. There is one step to the entrance and a secure area available for outdoor play. It is open each weekday from 7am until 6pm 51 weeks of the year. Should parents require it an early drop off and late pick up service is available from 6am until 7pm.

The nursery is registered on the Early Years Register to care for a maximum of 90 children at any one time, of these 20 may be under two years. There are currently 52 children on the roll, of whom eight are attending full time. The setting cares for children with English as an additional language and those with special educational needs and/or disabilities.

There are 10 members of staff working directly with the children, most of whom hold early years qualifications at level 3 with three members of staff working towards a recognised childcare qualification at level 3. The manager is working towards an Early Childhood Studies Degree. There are four ancillary staff who support the setting. Advice and support is received from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Staff know the children exceptionally well and use this knowledge very effectively to meet the needs of each individual child. All children are making good progress given their starting points, ages and abilities. Staff make great efforts to provide an inclusive environment where families of different cultures, languages and nationalities are welcome. Partnerships with parents and other carers are excellent, which ensure good communication about the children's welfare and learning. Self-evaluation is being used effectively to identify strengths and support future planning but not everyone is involved at this stage.

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

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

- enhance opportunities for children to learn about the natural world
- extend the process of self-evaluation to include children's views in order to target developments effectively.

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

Staff have a very good understanding of safeguarding and their practice shows they protect children and support their welfare very effectively. Staff training records show their knowledge is regularly updated and they understand their

responsibilities. Effective procedures are in place for identifying any child at the risk of harm and contact details for the local safeguarding department are readily available. Comprehensive risk assessments are in place and regularly reviewed, with daily safety checks completed to ensure the premises are safe and clean while children are present. The evacuation procedure for emergencies is practised and the ancillary staff are available to provide additional support for the children.

The staff all work extremely well together and are keen to provide the best care possible. During their staff and room meetings they develop ideas for improving the activities and share good practice to promote the overall quality of the setting. Their enthusiasm and commitment to the children is obvious and they work hard to support the children and their families.

The setting is very well resourced and children access toys and materials easily. They use the outside area with great enjoyment although the opportunities to develop their knowledge and understanding of the natural world are somewhat limited. Planning is developed to support children's individual interests and needs and they are given opportunities to select future items for purchase. Shelves, boxes and areas are identified to support particular areas of learning. The rooms are adapted to meet the needs of children and to maximise their use of particular areas. They are child-friendly, comfortable and inviting.

Partnerships with parents and other carers are excellent. Parents feel welcome in the setting and value the support their children receive. They enjoy the play sessions with their children and through them have an understanding of the Early Years Foundation Stage. From the first visit and interview they are regarded as an essential part of the children's learning experience. Some staff are of European origin so communication can be easier. Staff with English as their main language make great efforts to learn simple words to speak to the children and make them feel comfortable. The staff provide individual guidance for parents about children's development and ideas for activities to do at home. The highly inclusive communication ensures consistent productive partnerships with parents and carers which result in strong levels of support of the setting's work. Because of the involvement of parents it is easier for children to settle into a very different environment. Partnerships with local schools, nurseries and childminders are also developing well, with transition visits and a regular exchange of information ensuring any concerns are addressed and achievements highlighted. Outside agencies provide support for children with additional needs to enable them to achieve their full potential.

Staff and parents have provided comments and views for the self-evaluation process, which highlights strengths and has been used to develop an action plan for future development. The views of children have not yet however been included although they are consulted about the setting on a regular basis. Suggestions from parents have been taken seriously and the menus adapted accordingly. Those spoken to during the inspection gave very positive comments, value the care the staff provide and feel extremely happy with the nursery.

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

All children are making extremely good progress given their starting points, ages and abilities. Planning in each of the rooms is developed for individual children and displayed for staff and parents. The daily activity routine for babies and the more comprehensive activities for the preschool children all show how the children's interests are promoted. Staff provide a wide range of exciting and stimulating activities each day, although children are free to request other resources or materials to promote their own interests.

Each child's development is regularly observed and their progress monitored. Their achievements are celebrated and an interesting record of their time in the nursery is being completed. Photographs, samples of work and observations clearly show how the children have developed and what their interests are. They are keen to look at their own files and happily point out what they have been doing. Photographs are effectively used to aid communication with the toddlers, when asking children if they wish to go outside or stay inside to play staff show them the relevant image. They also use catalogues to identify new resources they would like.

The children's personal, social and emotional development is extremely good. Most are very settled and comfortable in the nursery and confident when visitors arrive. Staff ensure children with English as an additional language are made to feel at home as they take opportunities to learn simple words in their native language. The inclusive nature of the setting ensures all children and parents are valued and their customs and festivals celebrated to raise the awareness of diversity for all children and parents. Children's knowledge and understanding of the world is very effectively promoted through activities on the premises and visits into the local community. They particularly enjoy role play in the shop in the nursery but then also like to go out to buy fruit for snack or meat for lunch. The children use the outside area to enthusiastically investigate insects under logs with magnifying glasses. There are however few opportunities at present to learn about the natural world through activities like growing flowers, fruit or vegetables.

The preschool children have ready access to the computer and have developed very good mouse control. They also use the CD player and electric organ in the music corner, as well as the nursery camera to record their activities. Their imaginative art work is displayed on the walls and photographs show them enjoying a wide range of activities. The toddlers show great delight in using feathers to make pictures and investigating the different textures of materials. They chuckle as they tickle each other under the chin and are very amused when a parent jumps as a feather touches her face. They access mark making materials and scissors to produce pictures and collages and are starting to develop very good fine motor skills.

Art work is also displayed in the baby room, where they experience paint using their hands and feet as well as with brushes. They enjoy stories and like staff to sing while they do the actions to simple rhymes. They are all settled and

comfortable in their room. They are keen to see the vehicles and people passing by outside and enjoy watching the refuse collectors as they work outside. Good health and hygiene are promoted very effectively and the children help themselves to tissues which they then dispose of in special bins and independently clean their hands. They understand the importance of washing their hands to prevent the spread of germs and after meals clean their teeth to prevent decay. Healthy eating is promoted by the inclusion of fresh fruit and vegetables in the daily menus, which are displayed for parents. Allergies or special dietary needs are respected and staff double check to ensure no dietary needs have changed.

The children know they need fresh air and exercise to keep fit and that they must use resources with care to stay safe. They understand the importance of good road safety practice when out in the community and what to do if there is an emergency. All the children help to tidy away toys to prevent accidents and are very considerate of each other while moving around the premises.

## 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

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

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
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	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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