

Panda Playgroup

The WI Hall, Station Road, Copmanthorpe, York, North Yorkshire, YO23 3SZ



Inspection date

14 May 2015

Previous inspection date

30 September 2009

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

Summary of key findings for parents

This provision is good

- There is a consistent staff team, a highly motivated manager and a supportive committee. This results in effective practice, efficient management and parents who speak very highly of the provision.
- Staff know the children well. They plan a range of exciting and challenging experiences, which successfully motivate children. Consequently, children make good progress in all areas of learning.
- Staff have a good understanding of child protection issues and how to keep children safe. They are able to recognise the signs and symptoms of abuse and are aware of reporting procedures.
- Children behave well because staff are good role models. They support children well, enabling them to share and understand their feelings.
- The manager has a very good understanding of the requirements of the Early Years Foundation Stage. She shows a strong commitment to driving improvement, to enhance the outcomes for children's care and learning.
- Children express themselves very well as they engage in ongoing, purposeful discussion with staff and their friends. For example, they share interesting news from home. Additionally, staff encourage children to use dual languages, which further supports and values children who speak English as an additional language.

It is not yet outstanding because:

- The current supervision strategies, which are used to improve teaching and evaluate the performance of staff, are not yet fully embedded.
- Links with other settings that children attend are not yet maximised, in order to optimise consistency in children's learning.

What the setting needs to do to improve further

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

- focus more precisely on evaluating the impact of teaching, for example, using observations of practice to aid the performance of staff, by sharing best practice to build on children's good learning even further
- extend links with other settings that children attend, in order to maximise consistency in children's learning.

Inspection activities

- The inspector toured all areas of the playgroup accessed by the children, including the outdoor environment.
- The inspector undertook a joint observation with the manager of the playgroup.
- The inspector observed play and learning opportunities on offer, and spoke to staff members and children throughout the inspection.
- The inspector checked the evidence of the suitability and qualifications of all staff working with the children. Suitability of the committee was also checked.
- The inspector took account of the views of the parents and carers spoken to on the day of the inspection.
- The inspector looked at a range of documentation, including children's learning journey records, activity planning, playgroup policies and self-evaluation.

Inspector

Lindsay Dobson

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The staff team are qualified, experienced and are confident in their teaching. They provide a good range of activities, to enhance children's learning and which follow their interests. Children have free access to a wide range of resources, which helps them to develop independence indoors and outside. Generally, staff use very good questioning techniques to encourage children to think. For example, they ask them about a familiar storyline. Staff use props, labels and pictures to support children's memory and anticipate key events. As a result, children develop good concentration and listening skills. Younger children are able to move in and out of group activities, which supports their level of attention well. Additionally, this allows older children to fully engage and contribute without distraction, preparing them well for their move on to school. Partnerships with parents are effective in ensuring that children's learning and development are consistently supported at home. Information is shared with parents verbally and through sharing children's assessment records. However, staff are not as successful in sharing effective information with the other settings that a small number of children attend, in order to ensure a highly complementary approach to children's learning.

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

Staff provide a welcoming environment for children, who enter the playgroup happily and eagerly engage in their play. Staff support children's emotional well-being, by ensuring they settle into the playgroup at their own pace. Staff are deployed effectively, they ensure parents and children entering and leaving the playgroup are monitored. This also provides opportunities for parents to talk to staff, and this helps children to feel emotionally secure. Staff teach the children about the importance of following thorough hygiene routines, eating healthily and staying safe. Parents provide packed lunches, and staff sit with children during snack and lunch to discuss children's likes and dislikes. This helps children to adopt healthy lifestyles. Children have daily opportunities to benefit from fresh air and exercise in the exciting outside learning environment.

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

Children are safe and secure, because staff have a good understanding of their safeguarding responsibilities. The manager and staff work well together to review practice, in order to highlight their strengths and weaknesses. Staff are committed to attending training to improve their skills and abilities. They use this knowledge to enhance the quality of care and learning for children, demonstrating a positive attitude towards continuous improvement. Supervision meetings are carried out and some observations of practice have been introduced. However, these are not fully embedded, for example, to monitor questioning techniques, to further enhance the quality of some teaching and children's learning even further. The manager reviews the educational programmes, and staff observe children in their play activities, make accurate assessments of their development and plan for their next steps in learning.

Setting details

Unique reference number	321619
Local authority	York
Inspection number	855336
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	34
Name of provider	Panda Playgroup Committee
Date of previous inspection	30 September 2009
Telephone number	07758668107

Panda Playgroup was registered in 1992, but the playgroup has been running in the village of Copmanthorpe for over 30 years. It is a committee run provision, which employs six members of childcare staff, including the manager. Of these, five hold appropriate early years qualifications at level 2, 3 and 4. The playgroup opens Monday to Thursday from 9am to 12 noon. There are additional sessions on Tuesday afternoon from 12.30pm to 3.30pm, and Thursday afternoon from 12.30pm to 2.30pm during term time only. The playgroup provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

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