



## Peter Pan Pre School

Inspection report for early years provision

<b>Unique Reference Number</b>	404749
<b>Inspection date</b>	07 June 2006
<b>Inspector</b>	Sandra Daniels
<b>Setting Address</b>	Runwell Community Primary School, Canewdon Gardens, WICKFORD, Essex, SS11 7BJ
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<b>E-mail</b>	
<b>Registered person</b>	Peter Pan Pre-school
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Peter Pan Pre-school opened in September 2000 and operates from two interlinking classrooms within Runwell Community Primary School, in Wickford, Essex. The pre-school serves the local area.

There are currently 48 children from two to five years on roll. This includes 36 funded three and four year olds. Children attend for a variety of sessions. The setting supports children who have special needs.

The group opens five days a week during school term times. Sessions are from 09.00 until 11.45. A session for 'rising 4's' runs on Tuesday afternoons between 13:00 and 15:30. The group also operates a lunch club from 11.45 to 12.45 every weekday during school term times.

There are eight members of staff working with the children, of these, four members of staff have appropriate early years qualifications and two are currently working towards gaining a qualification. The setting receives support from the Early Years Development and Childcare Partnership(EYDCP).

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's health is protected due to effective hygiene procedures. Children wash their hands before eating and after using the toilet. There are visual prompts in the bathrooms to remind children, and staff give children clear explanations as to why they should do this. Children are cared for in a clean and welcoming environment where staff follow procedures to reduce the risk of cross-infection, for example, when preparing snacks or changing nappies.

Children's health is maintained due to effective record keeping and good procedures. There are two staff who hold current first aid certificates and training for other staff is planned. This ensures that children receive appropriate medical attention if they have an accident or require medication. Children's medical history is known as there is effective communication between staff and parents. The sick child policy ensures that children are protected from infectious diseases and has clear exclusion periods.

Children are nourished as they are provided with healthy and nutritious snacks, such as fruits and vegetables. Drinking water is freely available at all times, increasing children's independence. Children are developing a good awareness of how to make healthy choices, as they are encouraged to select from the healthy options available.

Children's physical development is encouraged well. There is a well-resourced outside play area which children use daily. The garden area is equipped with a climbing frame, slide, bikes, balls and sit and ride toys to encourage children to develop confidence in their physical skills. The classroom and learning environment is extended to the outside play area. Older children enjoy a regular physical education session which is held outside in good weather. They begin to develop a sense of how their body moves, developing control and co-ordination as they learn to balance and negotiate obstacles.

Children use a range of equipment to encourage their hand and eye co-ordination. They transfer water from one container to another and enjoy using the construction resources to build and design. Children develop pencil control as they use a range of writing tools.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children's risk of accidental injury is minimised through effective risk assessment procedures. All staff undergo health and safety training as part of their induction and are able to identify potential hazards and take the necessary action. Security arrangements ensure that children are kept safe. All gates and doors are kept locked while children are on the premises and arrival and departure times are effectively and safely managed by vigilant staff. An accurate visitor log is maintained to safeguard children.

Children have access to a vast range of toys which are safe, of good quality and developmentally appropriate. These are organised so that children are able to make independent choices. Furniture and equipment is age-appropriate and children are encouraged to use them safely and appropriately. All furniture, equipment and resources are checked regularly to ensure there are no broken parts that could harm children. Children are encouraged to develop an awareness of keeping themselves and others safe. For example, they are reminded not to run indoors in case they bump into something or someone. Children are kept safe during outings as the group requires parents to accompany their children wherever possible.

Children's welfare is protected by the good knowledge and understanding staff have of child protection issues. Some staff have participated in training and all are aware of keeping children safe from harm. There is an effective policy in place which clearly identifies the correct procedure to follow should there be any concerns.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children of all ages benefit from the sensitive support and positive interaction they receive to encourage their play and learning. Activities are planned for the younger children and staff are very aware of their particular needs. However the setting is currently working on the implementation of the 'Birth to three matters' framework and this needs to be established in order to improve outcomes for children under three years. Children are able to learn at their own pace because staff consistently provide a range of age and stage appropriate challenges that stimulate their interest. Children aged between two and three years participate in practical activities that support their individual development. They enjoy malleable resources such as sand, water and play-dough to promote their senses.

Children benefit from the key worker system that is in place to ensure they settle well. Their development is monitored in order to nurture their interests and ensure progress. They are learning to make connections as they distinguish between different toys and choose their favourite things to play with. Children respond with excitement as they play with imaginative toys and dress up as familiar characters in the role play area.

Nursery Education.

The quality of teaching and learning is good. Children benefit from a well devised programme of activities based on the six areas of learning in the Foundation Stage. This helps to ensure they all make progress towards the early learning goals. However, systems for finding out what new children know, understand and can do are not entirely effective in enabling staff to be fully aware of a child's starting point before moving them on to the next stage of development. Children are confident in the surroundings and select toys and activities enthusiastically. They develop skills of independence and are eager to assist with daily tasks, for example, tidying up and helping to prepare for snack time. Staff help children to reinforce their learning through play by encouraging a natural curiosity and using appropriate questioning and well-planned activities. Plans clearly identify how activities will be adapted to meet children's individual needs and abilities, ensuring that all children are appropriately challenged.

Children are enthusiastic learners. They confidently express their needs and relate well to each other and to adults. They are forming relationships as they share, take turns and play together co-operatively.

Children are making progress in mathematical development as they use numbers when counting and solving simple number problems such as addition and subtraction. They use appropriate language to compare size and shape, for example whilst playing in the sand, building castles. Children have good opportunities to find out about the natural world. They study plant and animal life in the garden and are able to describe their observations to others. They develop an awareness of the uses of information technology in everyday life and are able to operate equipment such as the computer confidently and independently. Children speak with interest about their own lives.

Children always have access to books which they enjoy sharing with adults and peers. They join in with familiar stories and anticipate what will happen next. Some children are skilled speakers, using a wide range of vocabulary effectively to convey their experiences, both real and imaginary. They are able to select from a range of tools for mark-making and older children are able to write their names independently. Children are developing an awareness of letter shape and sounds and benefit from seeing a range of print, including letters of the alphabet and labels, around the setting.

Children's imaginations and free expression are given high regard through a range of activities such as playing musical instruments, singing, painting, role-play and craft activities. Their physical skills are promoted through a variety of mediums, such as dance and music. They learn to recognise changes which happen to their bodies when they are active, such as an increased heartbeat.

### **Helping children make a positive contribution**

The provision is good.

Children share their thoughts, feelings and ideas confidently in an environment which values their contributions and supports their individuality. They experience the value of their own culture and that of others, through posters, books and celebrating

festivals. They enthusiastically participate in useful activities that develop their skills of co-operation and enable them to learn to respect and value one another's ideas, for example, when playing with the work-bench in the garden. This helps children to feel secure and strengthens their feeling of self-worth and of developing a strong identity.

Strategies to support children with special educational needs are effective. All children are fully integrated within the setting and secure systems ensure children's individual needs are met. Children are well-behaved as they receive good levels of praise and encouragement for their efforts and achievements to boost their confidence and enhance their self-esteem. Older children are encouraged to take responsibility for their own behaviour and are learning skills of negotiation and beginning to be able to resolve their own conflicts. They respond well to the warm, sensitive interaction they receive from practitioners. Children form positive attitudes as a result of the consistent use of explanations they receive which helps them to distinguish the boundaries between acceptable and unacceptable behaviour.

The partnership with parents and carers is good. Staff have successfully established and secured positive and effective links between home and pre-school, ensuring that parents are actively involved with their child's learning. Parents are encouraged to follow children's daily activities and progress. They are informed about the Foundation Stage curriculum through newsletters and notice boards, in addition to daily verbal feedback. Parents are helped to understand how their child learns and develops through play.

Children's spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is good.

Overall the provision meets the needs of the range of children for whom it provides. Children benefit from the support structures in the setting, which has clear aims and values the ideas of staff in order to meet their needs. Children are confident and comfortable as the effective organisation ensures that staff have a clear understanding of their roles and responsibilities. They are secure in this environment which fosters a strong staff team that work closely together to ensure they provide good levels of care and education.

All required records for children are in place and there are appropriate policies and procedures. Induction training, regular staff meetings and individual appraisals take place to ensure staff are secure in their knowledge of them.

Leadership and management is good. The manager has a clear vision and ethos for the pre-school. She has a secure knowledge of the Foundation Stage curriculum and of how children learn. Therefore, she is able to support staff with planning a good range of stimulating and challenging opportunities to support children's learning. There is a commitment to improving outcomes for children throughout the staff team, which is well-established and motivated. Their individual skills and experience is valued and practitioners enjoy opportunities for further training and development.

The pre-school is well-organised, with toys, resources and play areas used well to promote a child-friendly and welcoming environment. The setting is clearly managed for the benefit of the children.

### **Improvements since the last inspection**

At the last inspection several recommendations were made regarding the care and nursery education provided for children. The provider devised an action plan to ensure that these recommendations were implemented.

Children's safety and well-being are ensured as the setting's registration system accurately reflects the number of children and adults present at all times. Two members of staff have received training in child protection issues, enabling confident implementation of the policy in line with the requirements of the National Standards.

Outcomes for children are improved as much greater use is now made of the outside play area. Children have free access to the garden which is well-resourced with age-appropriate toys and equipment. There is a planned curriculum for outside play, enabling the learning environment to extend to the outdoors. Children's health also benefits from regular access to fresh air.

Policies and procedures have all been appropriately updated and work well in practice to contribute towards children's health, safety, enjoyment, achievement and ability to make a positive contribution.

Outcomes for children in the Foundation Stage are enhanced as all six areas of learning are covered in the planning of the curriculum. Clear structures are identified for children's learning. Children's assessment records clearly track each child's progress against the stepping stones towards the early learning goals and this information is used to plan their next steps in learning.

Information on the Foundation Stage is shared with parents and they are kept fully informed about their child's progress.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

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National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

#### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

##### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve outcomes for children from birth to three by using an approach in line with the 'Birth to three matters' framework

##### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- devise a system for assessment of new children in the group in order to establish what children know, understand and can do.

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