

# Peterpan Pre-School

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 127446   |
| <b>Inspection date</b>         | 20 September 2007  |
| <b>Inspector</b>               | Linda Margaret Nicholls  |
| <b>Setting Address</b>         | Hawley Pavilion, King George V Playing Field, Hawley Road, Dartford, Kent, DA2 7RB |
| <b>Telephone number</b>        | 07712 764646   |
| <b>E-mail</b>                  |  |
| <b>Registered person</b>       | Susan Jane Ralph   |
| <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?

Peterpan Pre-School was registered in 1996. It is privately owned. Registration is for a maximum of 24 children at any one time. There are currently 26 children aged from two to five years on roll and of these 15 receive funding for nursery education.

The pre-school operates from the local village pavilion in Hawley, Kent. The pre-school is open each weekday from 09:00 until 12:30 during school term times. Children have access on fine days to an adjacent community field. The pre-school can support children with learning difficulties and/or disabilities.

The pre-school employs seven staff. All members of staff have early years qualifications and attend local authority or early years workshop training.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children learn about personal hygiene and good health practices through every day routines. Several children wash their hands unprompted after messy play and staff ensure all children wash their hands before eating at snack time. Staff ensure play surfaces, toys and resources are clean using antibacterial solutions when necessary. Tissues are available at child height. Children are protected from infectious illness because they do not attend when they are sick. Clear and effective medical procedures and records are maintained and first aid qualification for young children is current. Contact numbers are held securely and parents are informed of procedures should a child become ill or require emergency treatment.

Children tuck in heartily to toast and jam at snack time. Fresh drinking water is available at all times. Children contribute to snack time taking turns to put out place names, plates and knives as well as cartons of milk or mugs of water. They chatter amicably to each other and to adults who sit with them. They discuss their recent holidays and activities such as swimming and snorkelling. The provider ensures children make healthy food choices providing a range of fruits and finger foods.

Children enjoy physical activities both inside and outside the hall, however, the field is not suitable for play when wet. Children walk across the grassed playing field to look at the digger then run and kick a variety of balls. They practise jumping and balancing on equipment indoors when they cannot play out and take part in circle games or music and movement. Children know the effect of exercise on their body. They know they have to take a deep breath before they put their face under the water during swimming and that they breathe harder when they have been running. Children develop dexterity and coordination as they use a range of mark making equipment, glue sticks and scissors.

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

The provision is good.

Children play safely because staff are aware of health and safety procedures following induction. They check premises and resources before children arrive. A written risk assessment is maintained and actions dated. Children make independent choices from equipment that is easily accessible and attractively presented. Areas of activity are clearly defined and include a water tray with plastic dinosaur figures, construction table top toys, puzzles, crafts and a book area with floor cushions. Children move easily negotiating space between child height tables and chairs. Doors are secure and visitors details are recorded. There is good ventilation and natural light. Children cannot access hazardous items as these are secured in the kitchen or store room.

Children develop a good understanding of how to keep themselves and others safe because staff consistently reinforce the behaviour they want. Children learn to care and share, to keep toys tidy and to stand still when they hear the emergency whistle. Fire safety recommendations are in place and fire drills are practised regularly. Fire safety officers have visited the group and children know to ring 999 in emergencies. An evacuation procedure and fire notice is displayed. Public liability insurance is current.

Children are safeguarded because staff know the procedures to follow should they need to record any concerns. Latest child protection training was undertaken in September 2007. Local

and national contact numbers are available for staff and parents. A written statement explains the process to be followed should there be an allegation of abuse by a member of staff or other adult. Parents are informed of the providers professional responsibilities.

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

The provision is good.

Children enter the pre-school eagerly to explore equipment and exciting activities such as the vets corner or mixing ingredients for small cakes. They listen to staff read favourite books 'Where's Rusty,' and learn the name of colours during the curriculum theme. They are introduced to counting throughout activities such as registration, counting how many children are present or singing songs with knitted props for '1,2,3,4,5, Once I caught a fish alive.' There are opportunities to make marks in a variety of media including paint, chalk, pencils or crayons. Children grow in confidence because caring staff praise their successes and good behaviour such as when they sit patiently and take their turn to stir the cake mix. They know their work is valued because it is attractively displayed. They bring work such as a neatly coloured elephant picture from home to be displayed and attempt to write the letters of their names. They enjoy chatting to each other as they play. They show they care for others handing each other pieces of equipment, fitting puzzle pieces cooperatively or passing each other tissues. Children learn about themselves and the wider world from a variety of resources and activities celebrating annual events in their community.

### **Nursery Education**

The quality of teaching and learning is good. Staff effectively incorporate elements of the Birth to three matters framework and the early years goals of the Foundation State. They make observations and assessments to monitor children's progress. Next steps to learning are indicated from initial starting points that note home achievements. Planning is displayed throughout the room and general learning outcomes are clearly identified for parents in attractive displays of children's work and photographs. Routine team meetings discuss and appraise whole group activities and the needs of specific children. Proposed training for staff is recorded in an operational file.

Children are engaged and focussed as they play because staff plan exciting experiences with a range of stimulating resources. Caring staff work closely with children to meet their individual needs. Adults challenge children to think as they jokingly ask them to check if everyone is wearing red. Children laugh together as they point to hidden socks and obscured hair rollers. Children judge how to balance items with scales and learn about one more, or one less. They practise numbers throughout each session. One child pegs up a number line from 1-10 and from 11-20 by himself. Children develop a sense of time. They know when it is time for snacks, the sequence of the days of the week and when to wash their hands. Children explore their knowledge of the world through role play at a Vets surgery, when they mix the ingredients for cake baking or watch excavators at work at the edge of the field.

Children proudly identify their own work in displays and themselves or friends in photographs or on the computer. They show they care about one another and play together happily. Children take responsibility for their own behaviour as they join with others to help carry a box of toys at tidy up time. They learn the pre-school rules because staff reinforce a caring and sharing theme. They move confidently as they race after balls on the grass although they do not have a consistent and varied range of outside activities from which they could link physical activity and good health. Children sing happily to themselves as they move around the room. Children

develop good hand and eye coordination as they squeeze and roll out play dough. They use brushes to swirl and stroke the paint across the paper or crayons to draw circles enthusiastically. Overall the provision plans and provides activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

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

The provision is good.

All children are welcomed and included in all activities by experienced, caring staff. Children have access to a good range of toys and books which show positive images of race, culture and disability. Children show a sense of belonging as they talk with adults about people they know. They learn about the wider world as they view photographs and words in other languages and scripts. Children's individual needs are met because staff receive appropriate induction, are suitably qualified and can support children with learning difficulties or disabilities.

Children learn self control and are considerate of others because staff emphasise caring and sharing. They remind children of the pre-school rules throughout the day and praise children for behaviour they want. Children sit patiently at the snack table. They take turns to spread their toast, to role play in the vets corner and to mix the cake ingredients. They recognise right from wrong because behaviour management methods are clear and consistent.

The partnership with parents is good. Children receive continuity of care because agreements and individual details are recorded and held secure. Information is shared between the home and the pre-school daily. Parents report their children have a great time coming to the pre-school and 'learn so many different things.' Parents know staff to be friendly and approachable, show they have time to listen and help. The provider takes positive steps to ensure parents are kept well informed of all relevant policies and procedures. This includes a complaints procedure and contact details of the regulatory body. Children's spiritual, moral, social and cultural development is fostered.

### **Organisation**

The organisation is good.

Children play enthusiastically in an inviting environment with supportive adults. Children have time to make independent decisions because session plans are flexible. Staff enjoy children's company and engage their imaginations with stimulating activities. Children have limited opportunities to link their own good health with all-year round outside play activities suitably protected from hazards. The registered provider ensures adults working with children are suitable to do so. A thorough recorded induction and appraisal procedure is in place and progressive professional development is encouraged. Parents are aware of the range of qualifications and professional roles of the staff team. The registration certificate is displayed and all required documents are maintained.

The leadership and management is good. Staff are encouraged and supported in the application of the Birth to three matters framework and the early years learning goals of the Foundation Stage. Observations and assessments, including starting points reported by parents, are used to identify individual achievement. Whole group activities are reviewed at team meetings and differentiation is noted. Parents are provided with regular information of their child's progress. An effective operational plan identifies staff development and general training plans. Peterpan Pre-school meets the needs of the range of children for whom it provides.

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

At the last inspection the provider agreed to develop written induction procedures for staff and volunteers and inform parents of all training plans and qualifications. Children are cared for by competent and experienced staff. Parents are informed of the professionalism of the staff and future training plans.

At the last inspection the provider agreed to review methods of recording individual health details and to gain written permission from parents for seeking emergency medical advice or treatment. Continuity of care is assured as full records and written consents are now in place.

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

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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:

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 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):

- consider the development of the adjoining grassed outside area so that children can play outside protected from hazards

#### **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):

- consider ways in which children can extend their understanding that regular outdoor exercise can contribute to good health

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)