

Peter Pan Nursery

Inspection report for early years provision

Unique Reference Number	120155
Inspection date	28 March 2008
Inspector	Penny Wood
Setting Address	St. Thomas Church, Littlewick Common, Littlewick Road, Knaphill, Woking, Surrey, GU21 2JZ
Telephone number	01483 799838
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Registered person	Susan Jane Lewis
Type of inspection	Integrated
Type of care	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.

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 outstanding.

WHAT SORT OF SETTING IS IT?

Peter Pan Nursery was established in 1968. The nursery school is based in St Thomas's Church in a wooden building erected in 1901, which is set in a private wood on Littlewick Common. The group have use of a large hall and enjoy direct access to a covered veranda and an enclosed garden for outside play. The group is privately run.

The group is open term time only on Mondays to Fridays from 09:15 to 12:00 and Monday and Tuesday afternoon from 13:00 to 15:30 when younger children attend. There are 48 children on roll, of which 29 are funded to receive nursery education. Children attend from Woking, Knaphill and villages within the surrounding area. The group have systems in place to support children who speak English as an additional language and children who have learning difficulties and/or disabilities. The group employs seven staff, all of which hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from the group's healthy eating policy which is shared with parents. During the morning sessions they are able to access a snack bar, self-registering their attendance to show they have eaten and had a drink. Younger children who attend the afternoon session enjoy a more structured snack time within small groups. Children enjoy a good range of nutritious snacks such as melon, grapes, cheese and apple. Staff encourage children to be independent by enabling them to pour their own drinks and to use appropriate knives to cut their apples and to help skin their bananas.

Children are developing a good understanding of hygiene routines which reduce the spread of germs and infections. For example, they readily wash their hands after craft activities and prior to eating their snacks. Staff ensure the premises and equipment remain clean and are suitable for children's use.

Clear systems promote children's good health. Exclusion times for children who are ill reduce the spread of contagious illnesses, with information provided for parents to ensure they are aware of the group's sickness policy. Good procedures ensure children receive medical attention from staff which are trained in first aid. Written consent allowing staff to seek further medical attention in the event of a major accident or illness ensures the group act in the best interest of the child and in line with parents' wishes. All documentation relating to children's health is shared with parents, ensuring they are informed of the care their children receive.

Children enjoy free access to the outdoor area with appropriate clothing available to ensure the weather does not restrict their learning and enjoyment. During the summer months, children are protected from the harmful effects of the sun. They benefit from the natural shade provided by the surrounding trees, they wear sunhats and parents are requested to apply sun cream prior to children's arrival at the group. Water, which is readily available, ensures children are able to quench their thirst, particularly after physical exercise.

Children enjoy excellent opportunities to be physically active, which promotes their good health and wellbeing. The outside area provides exceptional opportunities for children to gain control over their movements and opportunities to use an interesting range of equipment. For example, during the winter months they are able to dig and explore in mud which is turned into a vegetable garden during the warmer months of the year; they are able to climb, swing and slide on challenging play equipment; and they enjoy exploring the garden, crossing a wooden bridge and travelling through a Willow tunnel as they run around the building. Inside, regular dance sessions encourage children to move with confidence, responding to sound with their bodies and at varying speeds.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy access to a welcoming environment. They benefit from excellent learning opportunities provided both inside and out with access to both areas throughout the session, regardless of the weather conditions.

Within the wooden building children are able to move safely between one activity and another, with designated areas provided for activities such as messy play and for children to enjoying

looking at books. Outside, children enjoy the available space which enables them to enjoy structured activities and opportunities to be physically active. Throughout the setting, children are able to access a very good range of resources and equipment, all of which are regularly checked to ensure they are safe for children's use.

Throughout the premises, good measures are in place to protect the children from harm. For example, radiator covers prevent children from touching hot surfaces and the premises are secure with clear reminders for parents to lock the entrance gate upon their arrival and departure. Staff conduct regular risk assessments on both outings and the premises to ensure children are able to participate in opportunities and activities free from the risk of harm.

Children are developing a good understanding of how to promote their own safety. For example, staff direct children on how to use knives safely at snack time and they regularly practise emergency evacuations of the building.

The staff's clear knowledge of the child protection policy promotes children's welfare. All staff undertake mandatory training in child protection to ensure they are effective in identifying and monitoring children at risk. However, although the group maintain good records of injuries which children arrive with, these are not consistently acknowledged by a member of staff or the parent.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children enter a setting which has an extremely calm atmosphere, where staff act as excellent role models and lead by example. Children are extremely happy and obviously enjoy the interesting range of opportunities available which encourage children of all ages to learn through play. All children are busy and continuously engaged in an excellent balance of age appropriate adult led and child initiated play opportunities. Staff expertly use their judgement as to when to support children and when to allow children the freedom to independently explore and investigate. As a result, children are learning to take risks and to face challenge free from the worry of failure. Exceptional levels of praise and encouragement continue to boost children's high levels of confidence and self-esteem, encouraging them to become positive and independent learners.

Nursery education

The quality of teaching and learning is outstanding. Staff's expert knowledge of how children learn ensures children make excellent progress within their learning regardless of their individual abilities and stages of development. Children are firmly based at the centre of the group's provision for nursery education with a high value placed upon nurturing children's ideas and interests. As a result, children are motivated and eager participants in the innovative and interesting opportunities provided. For example, when changing the home corner in order to encompass a different theme, children suggested turning it into a zoo. As a result, the home corner became a ticket office and children designated parts of the garden to specific animals which they labelled using their drawing and emerging writing skills.

The highly effective planning of activities ensures children experience all areas of learning. Consistent observation and the sharing of information regarding children's achievements enable staff to use this information to plan activities which will support each child's individual learning. Excellent questioning techniques adopted by staff throughout the session encourage children

to rationalise their actions, which in return develops children's greater understanding of their learning.

Children are forming strong relationships with each other and the staff. They show obvious pleasure and pride in their achievements and often rush to show their friends printouts of pictures they have created on the computer or photographs they have taken with the group's camera. During their play they enjoy coming together to execute an idea, such as making cars and racing them along the floor.

During play, children often engross themselves in discussions with both staff and other children. They are developing very good vocabularies, with staff introducing new words, such as slimy and slippery when playing with media such as clay. Opportunities to manipulate clay and dough enable children to develop their small muscle control. They are beginning to hold their pencils well and are gaining good control when drawing or forming letters. Children enjoy using various tools and equipment, ranging from scissors to spades for digging in the garden.

Children thoroughly enjoy playing with water in the garden. They use their own judgements and skill to fill up large containers with water from the outside tap and skilfully pour the water into smaller buckets. Children experiment, pouring and dripping the water through resources such as pipes and colanders. They watch and estimate which piece of equipment will enable the water to flow quickest. Furthermore, children benefit from a large sand pit, with staff encouraging children to take off their boots and socks and to climb in, allowing them to fully enjoy and explore the sand.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. Children are developing a strong sense of belonging to the group. They each have their own named coat pegs and enjoy celebrating birthdays through the singing of 'Happy Birthday' and the sharing of a birthday cake at snack time. Children take pride in their creations, with many examples of their work clearly named and displayed on the walls. Children are able to place pieces of their work in their 'Celebration Folders' which not only provide annotated evidence of how they are learning but also contribute to a lovely keepsake for parents.

Children are developing a good understanding of the world around them. They enjoy regular visits within the local area, such as walks in the surrounding woods and visits to local shops to buy ingredients for cooking. They enjoy visitors such as a mobile farm and displays on how to play the steel drums. During the year they celebrate a range of cultural festivals, such as Chinese New Year. The availability of a good range of resources which depict positive images of race and disability encourages children to develop their understanding of diversity naturally through play.

Children behave well, with clear strategies on how to manage inappropriate behaviour adopted by staff. Throughout the session children are encouraged to use their manners, saying please and thank you when appropriate. Excellent strategies ensure the inclusion of all children within the nursery. Staff undergo extensive training to ensure they are able to meet the requirements of children with additional needs. At all times staff work in partnership with children's parents and external agencies, such as speech and language therapists.

Partnership with parents and carers is outstanding. The nursery embraces not only the children but also their extended family into the setting. On joining the nursery, parents receive excellent information about the group's aims, ethos and the provision of nursery education. In addition, staff gather information regarding the child which offers them an insight into how they may welcome and settle the child into the nursery's routines.

Informative newsletters keep parents and carers up to date with events and detail training opportunities which they are invited to attend, such as a 'Through the eyes of a child' course and first aid when spaces allow. Further information provided for parents relates to how they may extend children's learning at home. For example, encouraging children to write their names.

The setting seeks feedback from parents and uses the information gained to reflect on and to evaluate their provision. All parents and carers are welcomed into the group on a voluntary basis, which offers an opportunity for them to gain an insight into children's time spent at the nursery. Children's fathers are particularly encouraged to visit during 'Daddy's Week'. The nursery has systems in place to respond to complaints should they arise. However, the written complaints policy does not reflect changes in regulations or the correct contact details for the regulator (Ofsted) should parents wish to raise a concern direct.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Children benefit from the high ratios of experienced staff, many of whom have worked at the nursery for some time. Robust recruitment and induction procedures ensure staff are suitable to work with children and informed of their role and responsibilities. The nursery is committed to developing the potential, knowledge and professional expertise of all staff through further training opportunities.

The nursery is effectively organised and promotes a stimulating learning environment. A comprehensive set of policies is in place and, with the exception of the complaints policy, outline the nursery's aims and procedures. All documentation is in place with most completed in appropriate detail. All records are stored securely and available for inspection on request.

The leadership and management of the provision of nursery education is outstanding. The provider manages an excellent team of dedicated staff who are highly successful in their delivery of nursery education. Staff work effectively as a team, ensuring the smooth operation of activities. Daily discussions and regular meetings ensure all staff have a full insight into individual children's needs, enabling them to adapt their delivery of activities to reflect individual abilities.

The management strive to continuously improve the provision through detailed self-evaluation, staff appraisals and parent questionnaires. There is a high value placed on ensuring staff are equipped to carry out their roles, through both mandatory training in child protection and first aid, in addition to further training in both the aspects of providing care and nursery education.

Improvements since the last inspection

The nursery has made improvements based on the recommendations raised at the last inspections for care and nursery education.

At the last inspection for care the group were requested to improve children's access to water, to update the complaints procedure to reflect Ofsted's role and to develop staff's knowledge

and understanding of child protection issues. As a result children have access to water throughout the session to ensure they do not become dehydrated. The complaints procedure continues to require further attention and has been carried forward as an area for ongoing improvement. Clear procedures are adopted by staff in order to protect children's welfare and safety, although the record of existing injuries continues to be an area for further improvement.

At the last inspection for nursery education the group were requested to introduce systems to monitor and evaluate the quality of teaching and to strengthen dual language opportunities for children. As a result both areas have been addressed, with good systems in place to ensure children continue to experience good quality nursery education and support for children and their families who speak English as an additional language.

Complaints since the last inspection

Since 1 April 2004 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.

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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):

- ensure parents and staff acknowledge records of children's injuries on arrival
- continue to develop the complaints procedure to reflect Ofsted's role and the procedures for recording and responding to written complaints received from parents

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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