

Peter Pan Pre School

Inspection report for early years provision

Unique reference number 404749
Inspection date 12/06/2009
Inspector Jackie Cousins

Setting address Runwell Community Primary School, Canewdon Gardens,
WICKFORD, Essex, SS11 7BJ

Telephone number 07950 623054

Email

Type of setting Childcare on non-domestic premises

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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Peter Pan Pre-School opened in September 2000 and operates from one classroom within Runwell Community Primary School in Wickford, Essex. There are currently 41 children on roll and a maximum of 26 children may attend at any one time from two years to the end of the Early Years Foundation Stage. This includes 35 funded three and four-year-olds. The setting is on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It supports children who have learning difficulties and/or disabilities as well as those who speak English as an additional language. The setting is suitable for disabled adults and children because it is all on ground level. The setting opens five days a week during school term times. Sessions are from 09.00 until 11.45. Everyday a lunchtime club is available for children from 11.45 to 12.45. A session for 'Rising 4s' runs on Tuesday afternoons between 13.00 and 15.30. Children attend for a variety of sessions. Six members of staff work with the children and at least half the staff hold appropriate childcare qualifications. The setting receives support and works in partnership with the local authority.

Overall effectiveness of the early years provision

The quality of provision at Peter Pan Pre-School is good. It meets the needs of the early years children well and they make good progress in their learning because staff use effective methods to motivate and engage them. Children are kept safe due to the fact that welfare requirements are met well. Children of all backgrounds and abilities are integrated well into all activities for learning because the pre-school is led effectively. The pre-school has made significant improvements since the last inspection and its capacity to improve in the future is good.

What steps need to be taken to improve provision further?

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

- enhance weekly planning so that extension activities outline in detail what skills children will be learning
- improve the quality of equipment to develop children's physical skills
- ensure that all staff up date their first aid qualifications.

The leadership and management of the early years provision

The good management team is always looking for ways to improve the pre-school. The manager and staff regularly consider the way the pre-school is run and what it offers. Staff successfully develop their knowledge in some areas of learning by going on training courses and gaining relevant qualifications. For example, systems to assess children have been improved significantly as a result of staff undertaking further training. However, a few staff have not up dated their first aid training. Significant improvements since the last inspection include the fact that policies are

now reviewed regularly.

Effective policies are in place to ensure children's welfare. This means that children are safeguarded well. A good partnership with the primary school ensures that information about children is shared constructively. The leadership works well with parents. The parents spoken to said that their concerns are acted on very astutely by staff. An open evening allows parents to discuss their child's next steps of learning thoughtfully.

The quality and standards of the early years provision

Children achieve well as a result of good teaching. They develop their basic skills effectively because staff have high expectations of them. Children learn successfully about our world, such as when they develop their observation skills by studying tadpoles with a magnifying glass. Children's creative development is promoted well. For example, they know how to create beautiful pictures of Noah's Ark using paint. They learn the words to songs quickly and sing in tune due to good levels of staff expertise. For example, they sing 'Incy Wincy Spider' showing that they understand the words because of movements they attach to each part of the song. Children develop their reading skills successfully as a result of staff using a methodical approach to the teaching of letter sounds. They learn to write and draw accurately because resources are used well.

Activities are planned satisfactorily for each week but extension activities for each session do not concentrate appropriately on key skills to be developed. Staff incorporate good opportunities to develop children's understanding of numeracy, such as encouraging them to recognise basic numerals when they play a counting game. A good range of resources is made available to children inside the classroom. Children develop their physical skills satisfactorily but resources to promote this area of learning are limited and do not look inviting because they are weathered. Staff assess children's knowledge and understanding carefully and use developmental guidance successfully to record their attainment.

Children's welfare is of huge importance to all staff. The children gladly go to any member of staff. They are well cared for whether they are in the classrooms or in the outside area. Children are kept safe in lots of ways due to the effective use of policies. Children's personal development is good because staff care for their needs conscientiously. The children handle equipment thoughtfully and keep themselves safe because staff guide them considerately. All the children spoken to said they felt safe. Children behave well because staff monitor them carefully. Occasional accidents are handled astutely because parents are informed very thoughtfully about the incident. Children's enjoyment is clear. They thoroughly enjoy learning about different animals, for example, they learn about how snails move, due to resources being used effectively.

Children's contribution to the community is good. They give toys very willingly to a local hospital at Christmas and have a good understanding of others' beliefs and cultures because festivals are studied in depth. For instance, children learnt about Indian dances and stories to do with Rama and Sita in connection with a topic on

Divali. Children have an effective understanding of how to move about the building and move around the outside area safely. The children learn to share at snack time because they sit at a table together, supervised by staff. They learn to take turns because staff talk to them and guide them watchfully. The children learn effectively about how to eat healthily and every day most eat fruit or vegetables at snack time. Children enjoy a drink half way through the session due to staff developing routines effectively. Children successfully learn to be independent because during part of the session, they can choose which activities to do. With their well-developed social skills and by staff successfully promoting basic skills, children are effectively prepared for the next stage of education.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met