



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 120155

DfES Number: 517046

INSPECTION DETAILS

Inspection Date 17/09/2004
Inspector Name Christine Goode

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Peter Pan Nursery
Setting Address St. Thomas Church
Littlewick Common, Littlewick Road, Knaphill
Woking
Surrey
GU21 2JZ

REGISTERED PROVIDER DETAILS

Name Mrs Susan Jane Lewis

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

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

The pre-school nursery is open term time only on Mondays to Fridays from 09:15 to 12:00 and Monday and Tuesday afternoon from 12:45 to 14:45 when younger children attend. Currently 43 children attend throughout the week. The children come from the local rural community mostly from Woking, Knaphill and the villages around the area. There are a small number of children attending who speak English as an additional language and have special educational needs. There are 32 children who receive funding for nursery education. They are all 3-year-olds.

Six staff work at the nursery school on a full or part time basis. One staff holds a City and Guilds Caring for children under 8, one a degree in Education and two hold Pre-School Learning Alliance qualifications namely (Diploma in Playgroup Practice (DPP) and the Foundation Course). One member is a State Registered Nurse and one is unqualified although working towards a DPP.

Most staff hold current first aid certificates. Staff receive support from Early Years Development and Childcare Partnership (EYDCP). The group is a member of the Pre-School Learning Alliance.

How good is the Day Care?

Peter Pan Pre-School Nursery provides a good standard of care for children. Most aspects of the provision are well organised and effective use is made of the staff, space and resources to ensure that all children are well cared for. Staff are helped by an agreed set of policies and procedures including an operational plan which most understand and consistently implement. There is an induction programme in place to help new staff, students and parents who volunteer to help. All regulation

documentation is in place. However, one detail is overlooked.

Staff are mindful of children's safety both inside, outdoors and on outings. Staff provide well for children's health and dietary needs. However, drinking water is not freely available during the session. Children's individual needs are well met by staff. Children with special needs are well provided for and fully supported in all activities. Staff are aware of child protection procedures. However, some staff would benefit from training.

The effective key worker system supports children well. Staff are sensitive to their needs and provide a calm, caring atmosphere where they feel safe and secure. Staff keep notes and use assessment to record all children's progress. Children benefit from consistent routines for playing, going out and eating. Staff encourage children to be independent selecting and pouring their own drink. Staff work well as a team they plan a range of stimulating practical activities indoors and outside that children can access during the session. Staff use a range of strategies for managing behaviour and children respond well.

There is an effective partnership with parents and carers. Parents are aware of what is going on in the group through informal daily contact with staff. Policies, procedures including the complaints, are accessible, although the complaints procedure does not reflect Ofsted's role.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff are experienced and knowledgeable. They have a good understanding of how children learn and provide a range of age appropriate activities.
- Effective communication and good relationships with parents help support children's progress.
- Staff are committed to ensuring all children are well cared for and their individual needs are met sensitively and effectively. They provide a happy relaxed atmosphere where children feel safe and secure.
- Children's behaviour is managed extremely well. Staff have clear expectations for behaviour and children respond positively.

What needs to be improved?

- the drinking water
- the complaints procedure
- the knowledge and understanding of child protection.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
8	Ensure that children can access drinking water themselves at all times and that suitable cups are available.
12	Update the complaints procedure to reflect Ofsted's role.
13	Develop staff's knowledge and understanding of child protection issues.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision of nursery education at Peter Pan Nursery is acceptable and of high quality. Children are making very good progress towards the early learning goals in all areas of learning.

Teaching standards are very good. Staff have clear knowledge and understanding of the early learning goals in their teaching. Plans cover six areas of learning and show what children are intended to learn from them. Staff monitor children's choices to ensure they have a good range of experiences. Adult lead activities are suitably challenging for each child. Grouping is carefully managed so that age appropriate activities are being fully enjoyed by all children. In most aspects children with English as a second language are well supported. They also provide valuable support for children with special educational needs. Staff manage behaviour well and with sensitivity. Resources are easily accessible to the children. The consistent daily routines help children to feel secure in the group. Staff observe, record and discuss children's progress and they plan activities that will help children to move forward with their learning.

Leadership and management are very good. The provider is well informed and is committed to personal training and the development of the nursery provision. Staff discuss their practice and are encouraged to train for personal development. However, this could be taken further forward. Good team work is evident and a collaborative approach is encouraged in the smooth running of the nursery.

There is a very good partnership with parents and carers. Useful information is provided about the nursery and the activities. Regular discussion about children's progress is offered. The settling in procedure enables parents to observe and find out about the early learning goals. Adults work together to devise ways of helping children progress.

What is being done well?

- Staff's clear understanding of the early learning goals leads to well planned differentiated learning activities, which engage and capture children's imagination, sustain their interests and support children's progress and attainment in the early learning goals.
- The development of children's independence is a strong aspect of the provision. Children make choices and decisions about their activities every day. They are encouraged to pour their own drink and choose what they wish to eat.
- Children's manipulative skills are developed very well through frequent use of puzzles and construction toys.

- Children are actively encouraged to express their thoughts and ideas. They tell their key worker and members of their group what they have brought in and what they have undertaken.
- Children's knowledge and understanding of the care and growth of plants is well supported. They nurture and observe the growth of the vegetables from seeds to mature plants. They enjoy tasting the food at Harvest Festival time.

What needs to be improved?

- the monitoring system
- the programme for English as an additional language.

What has improved since the last inspection?

Very good progress has been made since the last inspection. There were three key issues to be addressed. The nursery were asked to review how they shared information about children's progress with parents; review how staff approached behaviour management; review the assessment system to ensure consistency and link to differentiated planning. Parents now receive assessments and a portfolio of their child's work; there are formal parents evening to help prepare children for school; parents are offered regular opportunities to discuss children's progress; staff have undertaken training, put into place a behaviour policy; effective strategies are in place to manage children's behaviour. Surrey profiles are used for all assessment; staff now have established planning links which reflect the next steps in learning; children's individual needs are given a high priority and appropriately met.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Younger children's confidence and self esteem are built up by staff who are sensitive to their needs and know them well. Staff encourage children to be independent. They concentrate well on the task in hand and sit quietly when appropriate. They select activities from available resources and are learning to take care of their personal needs. They share and take turns and are encouraged by staff to be helpful and polite. They are aware of other cultures. Children's behaviour is very good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Younger children are learning to talk confidently and clearly. They listen intently to stories and use the book corner well. Staff gently encourage children to look at print, listen to the sounds of letters and make up their own scenarios. In most aspects children with English as an additional language are well supported. Children recognise their names and some are beginning to write these correctly. All children enjoy mark making opportunities in a variety of different ways.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are learning to count well, younger ones to five and some older three's to 10 and beyond. Staff help children to become familiar with pattern making. They are beginning to recognise shapes, colours and are learning to compare big and small, explore volume and capacity through their play activities. Practical play situations, routines and finger rhymes are exploited to extend children's understanding of adding and taking away.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children discuss the weather daily. Good project work encourages children to explore living things. They plant vegetables and flowers. They have opportunities to make models from construction and select, assemble and join together materials. They explore technology through a good range of programmable toys. Time is explored through practical activities. Children go on outings and receive visitors. Planning indicates children participate in a range of festivals

PHYSICAL DEVELOPMENT

Judgement: Very Good

All children are given regular opportunities to develop their skills as they confidently explore a wide range of challenging and stimulating equipment. Staff are on hand to give support and ensure children are safe. Children are aware of their bodies and the space they have to move around in and use both large and small equipment well. Younger children are learning to handle scissors, pencils and paintbrushes with increasing control and confidence.

CREATIVE DEVELOPMENT

Judgement:	Very Good
------------	-----------

All children participate enthusiastically, they draw freely and use a variety of creative materials including play dough, paints and crayons. Children enjoy the role play corner and develop their imagination by making up their own scenarios. There are music sessions and opportunities to dance and to explore instruments. Children sing songs, and enjoy using their voices. Cooking and tasting is in the planned programme.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following;
- introduce an appraisal system to monitor and evaluate the quality of teaching
- strengthen dual language opportunities for children by labelling familiar equipment in their home language.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.