



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 127446

DfES Number: 511752

INSPECTION DETAILS

Inspection Date 23/02/2005
Inspector Name Vanessa Wood

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Peterpan Pre-School
Setting Address Hawley Pavilion
King George V Playing Field, Hawley Road
Dartford
Kent
DA2 7RB

REGISTERED PROVIDER DETAILS

Name Mrs Susan Jane Ralph

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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

Peterpan Pre School opened in 1996 and operates from the local village pavilion. It is situated in the village of Hawley. It offers provision for families from the local community and surrounding villages.

A maximum of 24 children may attend the pre school at any one time. The pre school is open each weekday from 09:00 until 12:30 during school term times. Children have access to a large outside area and garden.

There are currently 28 children aged from 2 to 5 years on roll. Of these 25 children receive funding for nursery education. The pre school supports one child with special educational needs. No children attend who have English as an additional language.

The pre school employs seven staff. Two members of staff including the owner/supervisor have early years qualifications. One member of staff is hoping to start training soon.

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

How effective is the nursery education?

Peterpan Pre School is acceptable and is of high quality overall. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. Staff have a clear understanding of how children learn. They share information and ideas and present activities in an enthusiastic manner. The deployment of staff is effective in supporting the children's learning. Resources are used appropriately and staff work hard to provide a stimulating environment for learning that will encourage children to make decisions about what they want to do. Staff are available to support individual children and to join in their play. They use good questioning techniques to encourage children to think. Children's work is beautifully displayed and labelled showing that their work is valued and this gives children a sense of belonging. Staff plan a broad and balanced curriculum for all children and they set appropriate challenges to encourage the children's learning. Staff are kind and consistent in their approach and they have established effective routines thus ensuring children's good behaviour. Children's learning against the stepping stones and early learning goals is assessed regularly and this information is used to plan what children should do next.

The leadership and management of the playgroup is very good. Staff work well as a team and understand their roles and responsibilities within the setting. They are committed to providing a high standard of education and review their practice regularly, attending courses to up date their skills and knowledge.

Partnership with parents is very good. Parents are given effective information about topics and what the children are intended to learn from the activities provided. Information about children's development is shared with parents and there are regular opportunities for parents to discuss their child's progress with staff.

What is being done well?

- The pre school provides a happy and relaxed environment and consequently children's behaviour is very good.
- Staff have a clear understanding of the curriculum for the foundation stage and the quality of teaching is good.
- Staff provide good resources to promote all areas of learning. Staff are deployed well to ensure children are motivated to take part in all activities.
- Staff provide a good balance of adult directed and child initiated activities to encourage children to use their imagination and creative skills.
- Partnership with parents is strong. Staff foster a good relationship with parents and all information is shared.

What needs to be improved?

- the evaluation of activities to show whether the learning intention is met.

What has improved since the last inspection?

Very good progress has been made since the last inspection when staff were asked to address two key issues about planning and partnership with parents.

Staff have developed a format for planning that ensures the stepping stones to the early learning goals are fully incorporated into the long, medium and short term plans.

Staff now share with parents the information they record on their child's progress towards the early learning goals. A process has just been put in place for parents to have regular opportunities to discuss their child's progress with staff and comment on what the staff have recorded.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children respond well to adults expectations of behaviour and consequently their behaviour is good. They share and take turns as they work together. Children show curiosity and concentrate well on self chosen activities. They are confident and engage staff and visitors in conversation and older children happily show their work. Children take responsibility for themselves as they organise their own play and select what they want do, working independently or in small groups.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children happily initiate conversation with adults and peers. Staff actively encourage children's language skills as they work with them. Children are learning to recognise the shapes and sounds of letters and they associate these sounds with their names. Good emphasis is given to the enjoyment of books and children have access to a range of books and can use the 'library' to take books home to share with parents. Children have opportunities to practice their emergent writing skills.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently as an integral part of daily activities and routines. They are learning to recognise numerals that are important to them. Children are learning the concept of adding and taking away and can say one more or one less and solve practical problems through daily routines. Children freely chose to play with number activities and enjoy number rhymes and songs. Their understanding of measure, shape and size is developing well through well planned activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children talk about their families and past events in their lives showing that they are beginning to learn about past and present. Well planned activities enable children to investigate, discover and explore differences and change. Children cut, join and make models using a variety of materials showing imagination. Good use is made of the computer and children's mouse control is good.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are developing confidence in movement as they move from one activity to another, using space well. Planned activities such as music and movement and use of the large equipment encourages coordination and balance. Topic work and daily routines encourage children's awareness of healthy bodies. Children show good hand eye coordination as they use a variety of craft tools such as paint brushes, scissors, glue sticks and pencils.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children express their thoughts well as they use a range of materials and textures in art and craft work. The role play area is well resourced and this allows children to communicate their feelings in an imaginative way. Plans show that children have good opportunities to explore sound as they use musical instruments and sing to well known songs and rhymes. Staff introduce stimulating activities enabling children to use all their senses.

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:
- continue to develop daily plans to show how activities will be fully evaluated against the learning intention linked to the early learning goals.

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.