



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 404749

DfES Number: 521364

INSPECTION DETAILS

Inspection Date 11/02/2004
Inspector Name Susan Marriott

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Peter Pan Pre School
Setting Address Runwell Community Primary School
Canewdon Gardens
WICKFORD
Essex
SS11 7BJ

REGISTERED PROVIDER DETAILS

Name The Committee of Peter Pan Pre-school 1048234

ORGANISATION DETAILS

Name Peter Pan Pre-school
Address Runwell Community Primary School
Canewdon Gardens
Wickford
Essex
SS11 7BJ

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 opened in September 2000 and operates from two interlinking classrooms within Runwell Community Primary School, in Wickford, Essex. The pre-school serves the local area.

There are currently 55 children from 2 to 5 years on roll. This includes 34 funded three year olds and 7 funded four year olds. Children attend for a variety of sessions. The setting supports children who have special needs.

The group opens five days a week during school term times. Sessions are from 09.00 until 11.45. A session for 'Rising 4's' runs on Tuesday afternoons between 13:15 and 15:45.

Eight members of staff work with the children. One member of staff has a level three qualification and the remaining members of staff are currently working towards gaining a level two qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Peter Pan Pre-School provides satisfactory care for children. The established staff team work very well together. They are currently working towards gaining the required qualification levels to meet the National Standards. Generally appropriate policies and procedures underpin the smooth management of the pre-school. However, some minor amendments are required to ensure consistency between various sources of information for staff and parents. The pre-school makes good use of the accommodation to provide a worthwhile range of activities for the children.

The staff are proactive in health and safety issues, conduct risk assessments and take actions to ensure a safe environment for children. However, staff knowledge and understanding of current child protection issues requires updating to enable confident implementation of the policy. The group has clear procedures to promote children's health and ensure that drinking water is always available. The pre-school

supports equal opportunity for all children and is making appropriate efforts to ensure that learning about other cultures is regularly included in the programme of learning. Children with special needs are well supported and fully included in all activities

The staff plan a suitable range of indoor activities which effectively promote children's learning and development, although the outdoor area is used less effectively. The staff interact well with the children and develop good relationships with them. The children behave well and respond positively to the expectations of staff. Snack time is well organised and is used as an integrated learning experience.

The staff work hard to develop relationships with parents. Regular newsletters, daily informal discussions and an information packed noticeboard all help to keep parents informed of what is happening in the group.

What has improved since the last inspection?

Following the previous inspection, the group were required to ensure that all persons working with children are vetted, show how the person in charge will gain a level three qualification, and name a deputy to charge in the absence of the manager. The setting were also required to show how at least half of the childcare staff will hold a level two qualification in childcare and make a suitable written complaints procedure available to parents.

The setting has worked hard to meet these requirements and all actions are complete.

What is being done well?

- The experienced staff team are well organised and plan a wide range of activities which the children enjoy. There are good relationships between the staff and children and behaviour is very good.
- Snack time is used effectively as an integrated learning experience which supports the development of children's social skills.
- The staff have a good understanding of health and safety issues which ensures that children are well cared for.

What needs to be improved?

- the recording of the arrival and departure of children and adults in the register
- the use of the outdoor area to support children's learning and development
- staff's knowledge and understanding of Child Protection issues
- the consistency of documentation.

Outcome of the inspection

Satisfactory

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
2	Ensure that registers accurately reflect the number of children and adults present at all times.
4	Give consideration to how the use of the outside area might be improved.
13	Increase staff knowledge and understanding of child protection issues to enable confident implementation of the policy in line with the requirements of the National Standards.
14	Review policies and procedures of the group to ensure compliance with the requirements of the National Standards.

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

How effective is the nursery education?

The provision for nursery education at Peter Pan Pre-School is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by the quality of teaching and some significant weaknesses in knowledge and understanding of the world, creative development and physical development. Children make generally good progress in all other areas of learning.

The quality of teaching has some significant weaknesses. The staff are relatively confident in planning the educational programme for the children but some aspects are unclear, leading to some areas of learning being overlooked. The planning includes some purposeful focus activities but the effectiveness of these is not carried through the session. The resources are available for the children to self select and allow some independence. Staff are skilled at talking to the children, asking questions and encouraging them in their play, although they do not always fully develop the children's potential for learning. Staff observe and make notes of the children's development during the focus activity groups, however these assessments are limited and not sufficiently evaluated against the stepping stones and early learning goals to give a true picture of the children's progress. As a result, there is no secure basis on which to plan the next steps of learning, nor a clear record of children's progress to share with parents.

The leadership and management of the pre-school has some significant weaknesses. The staff are committed and work well as a team but the current lack of fully qualified staff has an impact on many areas of the work. Staff are striving to obtain qualifications and are encouraged to put into practice skills learnt from their training.

Partnership with parents and carers has some significant weaknesses. Parents spend time talking to staff informally however information given to the parents, about the educational programme is limited.

What is being done well?

- Children are settled and confident within the pre-school, developing sound language skills.
- Opportunities to explore media and materials are linked across all the areas of learning and involve the use of a stimulating variety of techniques.
- Focus activities are differentiated to meet the needs of all children in the group.

What needs to be improved?

- the long and short term planning, to ensure all aspects of the six areas of learning are covered and aspects are contained throughout each session
- staff's assessment and recording of where children are in their learning so that they can help them move to the next stage
- the programmes for physical and creative development to include greater opportunities for children to experience quality imaginative play
- extend the opportunities in the programme for knowledge and understanding of the world for children to explore and investigate natural objects from the world around them
- the sharing of information on the educational programme with parents and carers.

What has improved since the last inspection?

The pre-school has made limited progress since the last inspection.

Staff have devised methods to enable children to increase their listening skills, which includes having two story groups and small focus activity groups at each session.

Staff have looked at ways of developing opportunities for children's writing by having paper and notebooks available in the role play area, however, children make limited use of these.

There is little evidence of regular opportunities for children to solve mathematical problems within their play and number recording is restricted to group activity times.

The methods used for recording information about the children are based on the stepping stones but are not updated regularly, therefore a clear picture of the individual children's development cannot easily be seen.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The children settle quickly into the pre-school and are making good relationships at all levels. They understand what is expected of them and behave and respond positively to staff's directions. They are confident and beginning to develop personal independence. Their self-esteem is fostered through much positive praise and encouragement from staff. Children are beginning to respect the needs of others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children demonstrate basic language skills, with some children using good language skills, to express their needs. More able children are given challenges, within focus group work, to make effective use of language and extend their vocabulary. Children are beginning to develop careful listening skills and are learning to use books correctly. They are beginning to link sounds to letters and some are able to form letters accurately.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are learning to count, to recognise shapes and sizes, and identify colours, and more able children are encouraged to build on these skills. Opportunities to solve simple problems are limited however, children are making progress towards working with pattern. Mathematical language to describe quantity or position in a meaningful situation is encouraged.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children are beginning to develop early scientific skills, although they have insufficient opportunities to explore and investigate. They build and construct with developing skill using a variety of construction materials, although there is limited extension for more able children. Children are given few opportunities to develop skills in information and communication technology. Topics and role play provide adequate opportunities for the children to find out about the world.

PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children are given satisfactory opportunities each session to learn to control and co-ordinate their movements. Not all children have the opportunity to access the outdoor area every session, therefore restricting their development with large equipment. Children are able to use their bodies in many different ways; throwing, catching, kicking and balancing. They are skilled at using pencils, crayons, pens, paints and scissors and have developed a wide variety of manipulative skills.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
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Children have many opportunities to explore a variety of different media and materials. They have access to a variety of different textures and materials for collage work. Many opportunities are given to sing and join in rhymes on a regular basis but less to explore sounds and musical instruments. There are very limited opportunities for children to use their imagination in any way and role play opportunities lack stimulation.

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

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Reassess current planning to ensure that all aspects of the six areas of learning are covered. Include both long and short term aims and identify clear structures for children's learning
- Develop the assessment records to clearly track children's progress against the stepping stones. Show how this information will be used to plan the next steps in learning
- develop the programmes for physical and creative development and knowledge and understanding of the world
- find suitable ways to share information with parents and keep them fully informed about 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.

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.