

Peterpan Pre-School

Inspection report for early years provision

Unique reference number 127446
Inspection date 11/05/2011
Inspector Beryl Witheridge

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

Peterpan Pre-School opened in 1996 and operates from one room in a village pavilion. It is situated in the village of Hawley, Kent. A maximum of 24 children from two years to under eight years may attend the nursery at any one time. The pre-school is open each weekday from 9am until 12.30pm term time only. All children share access to a secure enclosed outdoor play area.

There are currently 36 children aged from two to under five years on roll. Children aged three and four years receive funding for nursery education. This provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. Children come from a local catchment area. The pre-school supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

The pre-school employs eight staff. Of these six of the staff including the manager hold appropriate early years qualifications. One member of staff is working towards an Early Years Degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school is very effective in recognising the uniqueness of each child and catering for their individual needs. The policies and procedures are known and competently implemented by enthusiastic staff. The emergency evacuation procedures are practised but not all children have been included and records for some staff are not available. The pre-school regularly evaluates its provision and has identified areas for improvement and has implemented action plans to address these. This shows that the pre-school is pro-active and able to maintain continuous improvement. The partnership with parents is outstanding.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- provide a record of the Criminal Records Bureau checks to demonstrate to Ofsted the suitability of all staff (Suitability of adults) (also applies to the compulsory part and voluntary part of the Childcare Register) 11/06/2011

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

- practise the emergency evacuation routine regularly so that all children know how to protect themselves in an emergency .

The effectiveness of leadership and management of the early years provision

The provision for safeguarding is extremely thorough. The policies are highly effective and comprehensive. Staff know what to do should they have any child protection concerns. Consistent procedures are applied, meeting Local Safeguarding Children Board requirements. Staff are fully aware of their role and responsibility towards the children in their care. Risk assessments are carried out daily and yearly; they are very thorough, dated, identify hazards and record actions taken to minimise these hazards. Children practise an emergency evacuation procedure but this has not been repeated often enough to ensure that all children attending the nursery have been included in a practise.

The pre-school is well managed. The ongoing self-evaluation and resulting action plans are a work in progress and involve management, staff, parents and children. Improvements carried out are evaluated to identify the impact on the children. For example, they have recently erected a secure outdoor play area for the children, which enable the children to play outside in safety. The next identified step is to have a canopy to provide shade for when children are playing outside in the height of summer. The ongoing staff appraisals identify strengths and weaknesses and areas for training quickly so that these are addressed immediately ensuring the best impact on the children as soon as possible. The staff work together very well as a team which means that children receive consistent care. The recruitment and vetting procedures are rigorous and robust to ensure that anyone working with the children is suitably qualified to do so. All staff have a current Criminal Record Bureau check, but a complete record is not available. This is a breach of a specific legal requirement..

Resources are of a high quality. The range of toys and activities available to children provide them with exciting, challenging and purposeful play. All children have free access to most resources and are able to make further decisions about what they want to play with by using the resources book; encouraging their independence and promoting equality. All children are included in all activities. Children are treated as individuals; staff know their specific needs and interests which have been identified through recording their starting points, the observations and assessments and their 'Unique Story'. Equality and diversity are recognised and are a fundamental part of the care and learning provided for the children. This helps to ensure their unique learning and developmental needs are met.

The pre-school has established links with other providers and schools in the area and they share information between them about children attending two different settings or moving on to school; this ensures children receive continuity of care. The partnership with parents is outstanding. Parents report that they are extremely happy with the care offered to their children and the progress their children are making. Parents have plenty of opportunity to comment in their children's Unique Journey and are fully involved in helping to set future targets for their children. They are fully included in the routines, the outings and the activities which take

place in the pre-school and their comments on these are memorialised in the books which record these events. Their comments and views are fully valued. They are also able to celebrate their children's achievements both within the pre-school and at home by adding their own contributions to the 'achievement board' which celebrates the smallest to the biggest achievements their child has made. Newsletters, notice boards and delightful educative displays inform parents of children's daily experience within the pre-school.

The quality and standards of the early years provision and outcomes for children

Children show they feel safe within the pre-school. They are happy, settled and secure because staff are very welcoming and understand their individual needs. They sit with children on the floor or at the table, building with the construction or encouraging their imaginations as they make shapes with the play dough. Children use the dough to make shapes and competently roll out 'worms' or pat down the dough to make 'cakes' and 'biscuits'. They confidently count to 12 and then get a little bit lost but keep going and declare there are 22 worms. Staff sit with children providing cuddles and support if they are feeling a little upset and need some reassurance. Children's communication skills are excellent and they spend time talking to staff, planning games, and negotiating for toys and resources. A group of girls sit in the book corner, they share their books and read to each other, they sit closely sharing the seats; they talk about the pictures and predict what will happen next in the stories. A member of staff joins them to help them extend the activity by reading the story to them and asking questions about what is happening, encouraging their enjoyment and understanding of books. Staff carry out regular observations and assessments of their key children. Starting points are clearly recorded and the records cover all areas of learning, ensuring there are no gaps in children's development. The children's individual needs and interests are closely followed and information from observation and assessment, including next steps, is used effectively when planning future activities. All staff are involved in the daily planning.

Computer technology is used to good effect; children have use of a computer and show great skill in the use of the mouse and the understanding of the programmes. Staff are always present to help those who are not as confident. Children's knowledge and understanding of the world is developed through visitors to the pre-school. During a visit from a soldier serving in Afghanistan which was part of the pre-school's 'Support our Heroes' project, children learnt how to march and were able to ask questions. Children were excited about exploring the police car during a visit from the local constabulary. Children enjoy visits from the 'Creepy Crawly Show' which brings snakes, spiders, a range of insects and tortoises for the children to hold and look at. This helps children understand the natural world and means they grow up with little fear of creepy crawlies.

Children are learning to understand what foods are healthy and nutritious. They are offered snacks of fruit and vegetables. They have access to drinks throughout the day, which they pour for themselves. The garden at the front of the pre-school is used to stimulate their interest in a healthy lifestyle and enable them to grow their own fruits and vegetables. The pre-school uses all the local amenities such as

the Garden Centre, the Farm Shop and local farms to develop children's interest in healthy food options; they visit the shop to buy the fruit and vegetable for their snacks, they go strawberry picking, and they grow and harvest their own pumpkins on a nearby farm.

Staff provide positive role models for the children, leading by example. They are consistent in the way they deal with any behaviour issues. Children receive praise from staff for their ability and achievements. Children know their work is valued because it is proudly displayed on the walls. Children are caring and considerate of each other. They are independent and responsible with turn taking and sharing. They respond well to praise and encouragement and adopt good manners. Therefore, their welfare and self-esteem is well promoted.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability of adults) 11/06/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability of adults) 11/06/2011