

Peter Pan Nursery

Inspection report for early years provision

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Inspector

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Setting address

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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*.

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Description of the setting

Peter Pan Nursery was established in 1968 and was registered under the current private ownership in 1994. The current owner has had a long association with the group. The nursery is based in St Thomas' Church (which is no longer used as a church), and set in a private wood on Littlewick Common, in Knaphill, Woking, Surrey. The group have sole use of the premises. Children use a large hall and enjoy direct access to a covered area and enclosed garden for outside play. There are kitchen, toilet and office facilities. The nursery runs a Forest School programme which is delivered off site.

The group is registered by Ofsted on the Early Years Register. They open term time only on Monday to Friday from 9.15am to 12.15pm and Monday and Tuesday afternoons from 1pm to 3.30pm. There are 44 children aged between two years six months and five years on roll. The group is in receipt of funding for the provision of free early education to children aged two, three and four years. The group support children who speak English as an additional language and children with special educational needs and/or disabilities. In total there are eight members of staff, all of whom hold appropriate early years qualifications. The owner/manager has Early Years Professional Status and there are opportunities for all staff to take part in ongoing professional development. The group have completed the Surrey Quality Assurance Scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Exceptionally warm and effective relationships with parents and most others involved in children's lives enable practitioners to meet individual needs. All aspects of the planning and delivery of learning and development are managed excellently. Children make very good, and often exceptionally good progress. Self-evaluation is highly effective in driving the provision forward, and benefits children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending the variety of opportunities to engage others in working together to promote learning for all children attending more than one setting.

The effectiveness of leadership and management of the early years provision

Children play and learn in an environment where practitioners are alert and risks are identified and minimised. Practitioners demonstrate a comprehensive awareness of safeguarding issues and access regular training to ensure their skills and knowledge are up-to-date. The recruitment, induction, and appraisal processes are effective in identifying suitability. These have been reviewed in line with the most current safe recruitment guidance. Risk assessment is thorough and ongoing and takes into account the woodland setting of the site. The deployment of resources is outstanding. Children play in a rich and stimulating indoor and outdoor environment where their natural curiosity is fostered and they demonstrate that they are truly active learners. The implementation of Forest School sessions in the woodland gets children excited and interested in the natural world around them. Children take part in an excellent range of play and learning opportunities which help them learn about themselves and others, and promotes diversity. Practitioners move with the children as they play, and the quality of their interactions really supports and challenges children's thinking.

The leadership and management of the setting is inspirational and the team are highly motivated. There is an evident enthusiasm for ongoing professional development, and the implementation of new ideas which benefits children. Comprehensive systems are used for self-evaluation and quality assurance, which are exceptionally effective in terms of driving practice. For example, the team are currently assessing how practitioner confidence in delivering technology activities impacts on children's learning. By taking part in in-house training there have been clear benefits to the way children are challenged when using equipment such as programmable toys and digital cameras. The replacement of garden fencing has improved security.

The engagement with parents is excellent. They are invited to join 'The Friends of Peter Pan' group and their views and ideas are valued. Parents are invited to come into the setting, for example to find out about Forest School sessions. This gives them a real understanding of their children's experiences. There are regular opportunities to share information on assessment and planning, and view children's learning records. Parents routinely contribute their knowledge of their child's progress through photographs and observations, creating a well balance record of development as a whole. Wider partnerships are highly valued and encouraged. The setting is proactive in inviting other's involved in delivering the Early Years Foundation Stage to children on roll to attend visits and meetings, to support working together. This is particularly successful for some children, and the setting continues to strive for it to be so for all who attend other settings.

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

As children arrive it is evident by their actions and discussions that they are exceptionally keen to 'get busy'. They greet their peers and the practitioners warmly and share stories about their weekend. Adults listen to the children, happy to share their news, helping them feel valued and welcomed. The children demonstrate that they feel an extremely strong sense of security, they understand routines, and they are meaningfully engaged and absorbed in learning through play and exploration. Their behaviour is excellent. Staff praise and encourage children and use tools such as a collaborative reward chart, which fosters a sense of community and working together for children.

Children have an excellent variety and choice about where they play and what they do. There is an exceptionally good range of toys, resources and activities which are prepared to be inclusive and inviting. Children demonstrate exceptional levels of responsibility about this, marking themselves in or out on a board as they move between the hall and garden, changing their shoes independently, and selecting resources and tidying away before moving onto something else. They thoroughly enjoy the outdoor area. On the day of inspection they enjoy the experience of being outside in the rain. Children use large brushes and paint powder to make patterns on paving. A skilful practitioner encourages them to think about what will happen as the rain drops land on the paint, and the children are interested as the colours run and mix. Others are interested in how rain water gathers in different sized containers, starting to think about volume and measure. They use a variety of wooden and plastic guttering to move water between water tables. Children are interested in how things work. There are extensive opportunities for children to be creative inside and out, and children really engage in modelling and sticking and cutting, following their own ideas and accessing additional materials as their interests take them. Practitioners know when to let children lead their own learning, and when to step in to challenge children. For example, they encourage children to work out simple calculations as they work out how many 'eyes' a clay 'monster' has as they add or take them away. Children are constantly encouraged to think about numbers and letters and sounds, and make very good progress with early literacy and numeracy. Even the youngest children mark make to represent their names on their drawings as they build on their writing skills. Children are extremely confident in using information and technology. For example, they use digital cameras to take images that interest them, view them on the computer, and print off photographs. They are developing excellent skills for the future.

The children demonstrate exceptional understanding about safety. With support from attentive practitioners they use tools regularly for wood work, and to prepare their snacks. Older children build upon their skills. At Forest School they agree safe boundaries and behaviours as they take part in an exciting range of activities in the woods. Children learn about safety on the water through planned activities and discussion in preparation for a trip on a narrow boat. Children are really interested in the natural world. They have been observing nesting blue tits, watching from a hide, and on a camera filming inside the bird box. Children are physically active. They demonstrate a real understanding about washing their hands at key times to

protect their health. They take part in growing and harvesting vegetables in the garden. Currently the children are learning about dental health. They have enjoyed a visit from a dentist, engage with a puppet looking after her teeth, and immerse themselves in role play about a check-up. Children's views are sought and valued by practitioners. One area this has been particularly successful is in the development of a snack bar, and the choice of healthy snacks on offer.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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