

Peter Pan Pre School

Runwell Community Primary School, Canewdon Gardens, WICKFORD, Essex, SS11 7BJ

Inspection date	17/12/2013
Previous inspection date	12/06/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are skilfully supported to take an active part in their learning because the teaching poses thoughtful questions and the children engage fully in activities.
- Children are learning how to become thinkers as they are encouraged to solve problems that engage and motivate them.
- The leadership and management are proactive at identifying improvements and making changes in order to support children's learning and well-being.
- The practitioners are knowledgeable about safeguarding and regularly update their training, which promotes children's safety.
- Good communication between parents and practitioners ensures that children's learning and well-being is shared so that children are able to make good progress.

It is not yet outstanding because

- There is scope to strengthen the practitioners' understanding of the characteristics of effective teaching and learning at the regular supervision meetings, to provide further support for children's learning.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities within the indoor and outdoor learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and the committee chairperson.
- The inspector took into account the views of parents and children spoken to on the day.
- The inspector reviewed children's assessment records and planning documentation.
- The inspector sampled a selection of documentation and policies, including the health and safety policy.
- The inspector checked evidence of suitability and the training undertaken by the practitioners working with children.

Inspector

Suzanne Smith

Full report

Information about the setting

Peter Pan Pre School was registered in 2001 and is on the Early Years Register. It is situated in the Wickford area of Essex and is managed by a committee. The pre-school serves the local area and is accessible to all children. It operates from a classroom within Runwell Community Primary School and there is an area available for outdoor play.

The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday during term time. Sessions are from 9am until 12noon and everyday there is lunch club from 12noon until 1pm. Children attend for a variety of sessions. There are currently 43 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- strengthen further supervision meetings to develop practitioners' understanding of the characteristics of effective teaching, in order to support the already good teaching practices that are in place.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The pre-school provides an educational programme that fully supports children's learning. As soon as children arrive they find their name on their bags and change into their plimsolls. Consequently, children are learning their names in print and that words have meaning, as well as being supported to develop a sense of belonging. Children are then free to explore an interesting and engaging environment that delivers activities across the seven areas of learning. Some children choose to use the play dough, which strengthens their fine manipulative skills and others look through an interesting variety of books, supporting their literacy development. Other children decide they would like to play with the cars and look for the box with the word 'car' and the corresponding picture on the front. When the correct box is found the child is eager to pull the box out and find their favourite toy. Children are active learners who become explorers in their own learning. Practitioners support children's further learning through sensitive teaching. At circle time, children count their friends and they are encouraged to work out which number comes after 14, to which they eagerly reply '15'. Children are being exposed to counting with real meaning. The practitioner informs the children that their letter of the week is 'n' and children enjoy pretending to be an aeroplane and make the appropriate phonic sound.

Children are then asked what begins with the letter 'n' and the practitioner asks them to think about where birds live. A child replies 'nest' and they are encouraged to draw a nest on the whiteboard. Children are developing a very good understanding of literacy and the teaching skilfully supports children to make good progress.

The practitioners know the children very well and children are assessed by the key person, with information from the parents, on entry to the pre-school. This provides an understanding of what developmental level the children are at so that suitable activities can be provided. Practitioners continue to assess children through regular and comprehensive observations to identify their stage of development. This highlights children's next steps and activities are provided to support children in the next stage of their learning. For example, a child that has begun reading at home is supported within pre-school with activities that focus on learning phonics and playing word games. The practitioner has been proactive at working with the early years teacher from the primary school, who has supplemented the child's learning with a further plan of action. This ensures that all children's individual needs are identified and support is put into place to continue an effective learning programme. Consequently, children are motivated and are developing the skills they need to be ready for school.

Children's communication and language skills are promoted and activities are provided to support the development of these skills. During circle time children are encouraged to ask the practitioners and visitors to the setting 'are you here?' This develops their confidence as well as supporting their communication development. The children have access to the outdoor environment and this supports children's all-round development. Children have the opportunity to climb on a large climbing frame supervised by a practitioner and there is space to enable them to move freely. Subsequently, children have the opportunity to strengthen and develop their physical skills. The children are supported in their personal, social and emotional development as they talk and play with their friends. At the play dough table children talk together about staying for lunch and they play together well in the home corner. The practitioners are deployed well and this further promotes social development as the practitioners are able to intervene if needed. Good links with parents ensure that children's learning is shared. A home-school book is shared each day and this informs parents of their children's learning. Parents are also encouraged to write in the book, which supports practitioners to interact knowledgeably with children and support their further learning. Parents are provided with a newsletter that informs them of the themes as well as the letter, number, shape and colour of the week. This supports parents to take an active part in their children's learning. The pre-school also offers a weekly library book service and the children choose a book they would like to take home from pre-school to share with their parents. The progress check at age two is completed and shared with parents to ensure they are fully informed. Parents are, therefore, fully supported to continue children's learning at home to support children's ongoing progress.

The contribution of the early years provision to the well-being of children

When children begin at the pre-school they are gently settled-in by attending sessions with their parents. At these sessions parents are introduced to their child's key person and

parents complete a 'getting to know you' form, which details the children's care needs. The key person is, therefore, well informed when children begin and they are able to provide for children's individual needs. Children are happy in the pre-school and have formed secure attachments with their key person and with all of the practitioners, ensuring that their emotional well-being is fully met. Practitioners are attentive to children that are upset and provide comfort for a child that has come to pre-school with a poorly finger. All children know that their feelings matter and this supports their self-esteem and self-confidence. A child that has recently started at the pre-school is supported to feel safe and secure as their parent is encouraged to stay. Children are developing the skills to emotionally prepare them for the next stage in their learning. For example, the pre-school joins with the primary school for fire drills, as well as visiting the school to share learning. School teachers from the local schools are invited in to meet with the children to further prepare for children's transitions. The pre-school offers an extra session before the children leave to go to school to further prepare them. In these sessions the children take part in activities, such as, physical education where children need to change into their sports kit. This is because the manager has spoken with the early years school teacher who explains that children find it difficult to manage their clothing when they first start. The pre-school is, therefore, effectively supporting children to manage their transitions to the next stage of their learning.

The practitioners are good role models who encourage good behaviour through giving children clear expectations. At circle time, children are encouraged to listen as the practitioner lists fun things for them to do, which results in children being asked to 'put your finger on your lips'. The children are cooperative and follow instructions, which support their listening and attention skills as well as supporting them to manage their own behaviour. Further cooperative behaviour is promoted during activities that encourage children to take risks. Children learn to be safe when they use scissors and when they use knives for buttering bread. Further learning takes place when children explore their understanding of the world when dangers associated with strangers and firework night is discussed. The children have a zebra crossing and this supports children to understand the dangers of the road within a safe environment. Children are being well supported to understand how to keep safe.

The children thoroughly enjoy the lunch club that runs every day and children explain that this, along with story time, is one of their favourite times at pre-school. Children are developing their independence and self-confidence as they wash their hands and then find their lunch boxes to eat their healthy lunches. Healthy practices are further supported and children strengthen their physical skills as they dance and exercise to music. Children are developing healthy lifestyles as they eat healthy foods, have regular exercise and play outdoors every day. The children are encouraged to change into their wellington boots for outdoor play and once outside thoroughly enjoy splashing in a muddy puddle. The practitioner is attentive to children's safety and asks children not to climb on the wooden pirate ship as it is slippery. Children use the climbing frame and this is supervised by a practitioner to support their safety. The outdoor environment encourages all children to spend time outside and this supports children to have fresh air and exercise, contributing to their health and well-being.

The effectiveness of the leadership and management of the early years provision

All practitioners have attended recent training to strengthen their knowledge in how to safeguard children. The manager ensures that training has a very strong focus on safeguarding children and practitioners update safeguarding training annually. The safeguarding policy is clear and states what the pre-school must do in the event of an allegation against a practitioner. Subsequently, practitioners demonstrate a good knowledge of how to protect children from harm. The practitioners are further aware of how to protect children and follow the pre-school's mobile phone and camera policy. This ensures that only the designated mobile phone is used on the premises and personal phones and cameras are stored away from the children. All practitioners are first aid trained, good ratios exist and effective deployment of practitioners ensures that children's needs are met. Good relationships between the practitioners and children are evident, which supports children to be confident and to tell practitioners should they feel unwell. Risk assessments are in place to ensure that potential risks are assessed and steps taken to minimise risk to children. Safe recruitment practices are in place and all practitioners working with the children have undergone the relevant checks that ensure they are suitable to work with children. The leadership show a strong commitment to meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Any issues that have arisen from incidents occurring on the premises have resulted in a thorough action plan being put into place. This procedure ensures that policies are reviewed and practitioners receive training so that the legal requirements are met. The pre-school are now fully aware of the procedures to be taken regarding reporting injuries that happen on the premises to Ofsted and the local child protection agencies, as well as changes of committee members to Ofsted.

The manager attends local meetings with other providers and the information gathered is brought back to the pre-school and improvements identified. For example, the monitoring of assessment is being strengthened as a new process has been implemented. This will provide a stronger focus on assessing children's skills and progress and any gaps in learning will be easily identified so that appropriate activities can be put into place. The key person system ensures that children are effectively monitored with thorough assessment, which supports all children to make progress. Annual appraisals are held, which identifies training needs, and regular supervision meetings support practitioners' practice. The teaching is good and the qualifications of the practitioners ensure that children are supported by practitioners that have a thorough knowledge of how young children learn. There is scope, however, to strengthen supervision meetings and support practitioners further to incorporate training on the characteristics of effective teaching and learning.

The manager is proactive at identifying different strategies to work in partnership with parents. The views of parents are collected from questionnaires and from general conversations. A parent asked for a home-school book and this has been implemented. This ensures that a very good two-way flow of information is supported and children's learning is given a high priority. Children's views are considered and planning is adapted according to their interests. For example, a child with a love of horses was supported with

a game of 'rocking horses' taking place at the pre-school. The self-evaluation process is effective in highlighting strengths and weaknesses to identify improvements so that children benefit from the pre-school's drive to continually improve. Good practice is promoted as the pre-school have made strong links with the local schools. The pre-school is committed to strengthening links with other settings that the children may also attend and has made contact with other settings. The manager is aware of where to access help and attends the local children's centre for guidance on speech and language. Parents are positive in their praise of the pre-school and a parent explains that their child's speech has progressed well since they first started a short while ago. Another parent explains that the children thoroughly enjoy staying for lunch and her child says that she must not come back until one o'clock when lunch is finished.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	404749
Local authority	Essex
Inspection number	942930
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	43
Name of provider	Peter Pan Pre-school Playgroup (Runwell) Committee
Date of previous inspection	12/06/2009
Telephone number	07950 623054

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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