

Peter Pan Pre-School

Vista Field Childrens Centre, Middle Park Avenue, London, SE9 5SD

Inspection date

Previous inspection date

15/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Children build strong relationships with adults and each other, and are emotionally secure.
- Staff support children to develop good social skills.
- Staff involve parents as partners in their children's learning and development, to help children make satisfactory progress.
- Staff monitor children's progress through the use of effective observations and assessments. They use these to identify and plan the next steps in children's learning.

It is not yet good because

- Activities outdoors do not provide sufficient challenge to engage children in deep and meaningful play and learning.
- Children are not fully supported to learn to keep themselves healthy through good hand washing practices.
- Hygiene procedures when changing children's nappies are not sufficiently robust to help prevent the spread of infection.
- There is no clearly defined area for children to rest or sleep without being disturbed by older children.

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 staff's teaching and children's learning.
- The inspector discussed practice with staff and the manager.
- The inspector sampled documents including those for learning and development, safeguarding and staff's general suitability.
- The inspector spoke to parents to seek their views.
- The inspector invited the manager to conduct a joint observation.

Inspector

Marvet Gayle

Full report

Information about the setting

Peter Pan pre-school was initially registered in 2006. It re-registered under the Preschool Learning Alliance in 2014. It is situated on a residential estate in Eltham and operates from purpose-built premises that are part of a children's centre in the London Borough of Greenwich. The setting is based on the ground floor, which enables access for those with physical disabilities. Accommodation consists of one open-plan room. Children have direct access to a secure area for outside play. The pre-school is open Monday to Friday from 9 am until noon and 12.30pm to 3.30pm, term time only. Children attend a variety of sessions and most live in the surrounding area. There are 28 children on roll at present. Peter Pan Pre-School is registered on the Early Years Register. There are three staff working directly with the children. All the staff hold appropriate early years qualifications and the manager has a degree in educational studies. The pre-school supports children with special educational needs and children who speak English as an additional language, for whom there is additional teacher support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the planning of challenging and enjoyable learning experiences outside, by taking into account the individual needs, interests and stage of development of each child and considering how resources will be used to further support children's progress and next steps in learning
- develop the educational programme for physical development to promote children's self-care skills and good hygiene, for example, by providing consistency in opportunity for hand washing
- ensure there are suitable hygienic changing facilities for changing children who are in nappies.

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

- organise a suitable space where younger children can rest if needed, away from others in the room.

Inspection judgements

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

Staff have a satisfactory knowledge of the learning and development requirements of the Early Years Foundation Stage. They gather information about each child's stage of learning and development when they start at the nursery so that know children's starting points and can plan to meet their needs from the outset. Staff make regular observations of children's learning and use these to inform planning for future activities and to record children's progress in learning journals. Staff also add photographs and pieces of children's work to the journals, to provide parents with plenty of detail about their children's achievements.

The pre-school is well resourced and staff create an inviting and well-presented indoor learning environment. Staff place value on children's exploration. They plan a range of activities to encourage children to develop independent play and follow their own interests. Some activities are adult-led to focus learning in specific areas, and children are encouraged to play both indoors and outdoors. However, staff do not pay enough attention to planning for children's outdoor play and learning. Although the outdoor play area is very spacious and staff engage in fun games with children, the range of other resources for children to choose from is limited and does not provide sufficient interest and challenge for children.

Staff approach teaching with thought and some planning is effective. Staff model thinking and use skilful questions to support children in working out how to approach a particular problem. Children show an interest in the books when staff read to them, pointing out the pictures and asking some questions. Children have some opportunities to develop early literacy skills, for example, they find their name on the snack table and have opportunities to make marks using paint and pencils. Staff make good use of routine activities to support children's early mathematical skills, such as counting and simple addition. For example, they help children to count the number of vegetable pieces on their plate at lunchtime and they ask, 'How many have you got now?' as more pieces are added. They read a story about a puppet and describe how his nose grows 'longer and longer'. The range of resources within the nursery enables children to think about and explore other people and their differences in the world around them. They cover a range of topics including British and international culture, celebrations and festivals from around the world.

Staff are aware of children's individual needs and promote an inclusive environment where all children are valued. Those with additional needs or speak English as an additional language are supported by their key-person, and by outside agencies, to provide for their specific needs in partnership with the parents. Key people work well with the parents, keeping them informed verbally on a daily basis about their child's day. The journals and assessment information are shared with parents regularly, with opportunities for parents to contribute to this process to meet children's needs.

Initial assessments include parents' thoughts on their children's development and staff talk

informally to parents about their child's learning on a daily basis. On some occasions, staff help parents think about what they can do to support learning at home. This is helping to build a strong partnership with parents so they are becoming actively involved in their children's learning. Staff provide parents of two-year-old children with the required summary of the progress check on their child's development. This helps to involve parents in monitoring and identifying their child's strengths and areas that needs to be developed. The current system for tracking children's progress supports staff in identifying children's needs and moving them forward in their learning and development. This means that staff prepare children well for the next steps in their learning and, eventually, for their move to school.

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

Children arrive confidently and are greeted by the staff who build sound relationships with the children and the families. Each child has a designated key person who meets their care and learning needs and liaises with their parents. There is a buddy system so that all children have another special adult who knows them well in the absence of their main key person. This system contributes to children's feelings of well-being and security as there is always a dedicated person to attend to their needs. Key persons work in partnership with parents to support children, as they manage the change between home, pre-school and school. With the reassurance and nurturing from staff, children learn to form secure emotional attachments within the pre-school, so that they separate from their parents with ease.

Staff successfully model good behaviour; they explain the rules simply to children, why they should walk indoors for instance, and they help children recognise hazards as they play. Staff teach the children how to work together and encourage them to be patient, share and take turns, to support their well-being and readiness for school. The staff teach children by example how to use good manners and treat others with respect. Staff support children sensitively to develop their awareness and ability to express feelings. For example, staff discuss with children what makes them happy, or sad, and children respond thoughtfully. This helps children to understand and label their emotions so that they can express how they are feeling.

Children learn about healthy lifestyles and they are starting to manage their own personal care needs. They learn the importance of washing their hands before eating, after messy play and after using the bathroom. However, while many children complete this task independently, they are not encouraged to use soap during this process to help them learn the correct sequence, in order to reduce risk of infection and support the children's good health.

Snacks are healthy and nutritious. Fresh fruit and vegetables are provided daily and children have a choice of milk or water during snack time. Staff talk to children about the various foods they are eating to help the children understand what they are, so that they learn about a healthy diet. Parents are supported to understand about healthy choices, as staff provide information on what a healthy snack looks like and guidance on healthy

eating and daily exercise. Fresh drinking water is always available, encouraging the children to have a healthy diet and promoting a healthy lifestyle. The organisation of the environment does not fully support younger children when they are tired however, as there is no clearly defined area for them to rest or sleep without being disturbed by older children.

Staff ensure children have outdoor access daily so they can play in the fresh air and develop a healthy lifestyle. Staff provide a supportive learning environment and children are beginning to develop some appropriate self-help skills, such as putting on their own coat. This develops independence, which enables children to be confident in their own abilities and emotionally prepared for the next stage in their learning.

Staff check children's nappies on a regular basis to keep children dry and comfortable. However, during the inspection, staff did not ensure that facilities for changing nappies were suitably clean and hygienic, to protect children fully from risk of infection.

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

The pre-school supports children's learning and development to a satisfactory level. Recruitment procedures within the pre-school are robust, meaning that children are cared for by suitable staff, who have been appropriately vetted. Management and staff have a satisfactory understanding of their roles and responsibilities towards the children's care and education. They adhere to the pre-school policies and procedures to make sure they protect children and support their needs appropriately. Staff understand the signs and symptoms that may indicate a child is at risk of harm and know the reporting procedures to follow to safeguard children. The staff and management have relevant understanding of safeguarding policies and procedures. They are able to talk confidently about different issues ranging from whistle blowing to the safe use of mobile phones and cameras to protect children. There are systems in place to listen to children's voices when sharing concerns so they learn to feel safe. Staff also understand the procedures to follow in the event of an allegation made against a member of staff, which also helps safeguard children. The staff make risk assessments of the environment, and children's safety is prioritised.

There are basic systems in place to monitor staff's performance to make certain they fulfil their roles appropriately. Staff are developing their teaching skills by attending training to further develop their knowledge. They work with the pre-school learning alliance and the local authority advisors to help them identify areas for improvement in their provision. The pre-school complete self-evaluation to reflect on their practice and identify clear priorities for improvement to raise standards. The pre-school has sought the views of parents; they use their comments to influence the pre-school provision.

Parents comment positively about the pre-school provision and the care their children receive; they state that they 'are very satisfied'. They comment favourably about the way that staff involve them in their children's learning and development through partnership

working. The pre-school has links with their local children's centre and primary school, which helps them plan with more detail for some children and helps prepare them for school.

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	EY474277
Local authority	Greenwich
Inspection number	951184
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	12
Number of children on roll	28
Name of provider	Pre-School Learning Alliance
Date of previous inspection	not applicable
Telephone number	02088599507

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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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