



Peter Pan and Tinkerbell Pre-School

Inspection report for early years provision

Unique Reference Number	403444
Inspection date	09 March 2006
Inspector	Jima Fotopoulou
Setting Address	Tilegate Road, Bush Fair, Harlow, Essex, CM18 6LU
Telephone number	01279 866121
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Registered person	Tye Green Community And Leisure Association
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Peter Pan and Tinkerbell Pre-School opened in 2001 and operates from two halls within the Tye Green Community Centre. It is situated in the Bush Fair area of Harlow.

A maximum of 38 children may attend the nursery at any one time. The nursery is open each weekday from 09.15 to 11.45 during school term times.

There are currently 60 children aged from 2 to under 5 years on roll. Of these, 19 children receive funding for nursery education. Children come from both the local and wider catchment area. The nursery currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The nursery employs eight members of staff. Seven members of the staff, including the manager hold appropriate early years qualifications. The Pre-school receives support from the Local Authority and the Area Special Educational Needs Co-ordinator (SENCO) and is a member of the Pre-school Learning Alliance (PSLA)

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children benefit from being cared for in an environment where sound hygiene procedures are always maintained. They learn how to keep themselves clean and healthy by following established routines such as washing their hands before meals, after using the toilet or after messy play. Practitioners are aware of current hygiene procedures and health related policies and procedures are in place to support their practice and ensure children's health. Staff act as good role models, wiping down surfaces before snack times in order to help children avoid contaminations and spread of infections. Children's health is maintained by staff who have current knowledge of first aid which means that they can respond appropriately in case of an emergency.

Children receive healthy snacks such as a variety of fruit, toast and milk or juice. Children are encouraged to choose what they want for snack which fosters their independence while personal preferences are respected. Younger children under three years of age are helped to learn about healthy eating through trips to the local shops where they can choose which fruit they want for snack. Fresh drinking water is available to children throughout the session. Children's individual health and dietary requirements are met because the practitioners work closely with the parents; they keep complete child records and all staff are aware of allergies and specific dietary requirements through a key worker system.

All children have opportunities to engage in physical play. They have access to a suitable range of toys and equipment such as wheeled toys and slides. An outdoor play area is not available in the setting. Practitioners have made alternative arrangements in order to ensure that children engage in physical play such as providing children with regular opportunities to exercise their physical skills within the hall. Children have opportunities to develop their sense of space by 'driving' their cars and scooters with competence without colliding into each other. Children use a variety of tools with competence such as paint brushes, big needles for sewing and mark making equipment which promotes their developing co-ordination and manipulative dexterity.

All children have access to a quiet area which means that they are able to rest

according to their needs. Children under three years of age benefit from regular contact with familiar staff who offer them support and reassurance whenever they need it.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The setting has good measures in place to ensure that all risks to children are identified and minimised. Practitioners carry out regular formal risk assessments which show steps to be taken in order to ensure children's safety. Children are well protected by staff who have secure systems in place for the safe arrival and departure of children for example, all doors are kept locked at all times to ensure that children cannot leave the premises unsupervised. A member of staff is always present by the door when children and their parents arrive or depart from the setting. Practitioners raise children's awareness of keeping safe as they practise the fire evacuation procedures helping everyone to know what to do in an emergency.

Children move around freely in a spacious and welcoming environment. They have access to a child centred environment with child-size furniture and equipment which fosters their independence. Children's work is very nicely displayed on the walls. Practitioners have a good understanding of how to organise and use the available space so children can play and learn in safety. For example, children are encouraged not to run within the hall in order to keep themselves safe. Children help tidy away their toys after playing to prevent tripping hazards and make space for physical play where they can run in safety.

Children benefit from using toys and equipment which are very well maintained and checked regularly for safety. They are able to choose their play materials from the resources which have been set up for them and these are appropriate and stimulating for their ages and stages of development. Younger children have access to appropriate storage arrangements which helps them explore their environment at their own pace while keeping themselves safe. All children select toys and equipment taking care not to hurt themselves and others.

Practitioners have a good understanding of child protection issues and they are aware of signs and symptoms of abuse and neglect. All members of staff are aware of the setting's child protection procedure and they are aware of how to implement it in practice. Children are protected from unvetted people. The setting has effective procedures in place such as maintaining a record of all visitors and releasing children only to their parents or people nominated by them; practitioners request parents to inform them in writing in case they are unable to collect their children at the end of the session. The setting operates a password system as an extra security system.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled in the setting. Warm and comfortable relationships

are developed by the staff enabling children to feel secure and develop their self-esteem. Practitioners relate well to the children and provide a wide range of activities which are interesting and stimulating. Children are confident speakers and express their ideas and feelings to caring staff who listen and value what children say. Children use their initiative to choose from the toys and resources available to them and their choices are respected. They are able to achieve due to the staff's sound knowledge of child development and learning through play.

Children respond well to approachable and sensitive staff. Children's confidence is promoted through a child-centred environment which enables them to move freely and choose from a wide range of toys and resources. Staff use plenty of praise and encouragement, focusing on the positive aspects and promote an atmosphere where all children can join in, without the fear of failure.

Younger children are happy, settled and enjoy their time in the setting. They are able to explore and join in the activities on offer with confidence. Practitioners in this age group support individual children appropriately and they are able to try out activities and discuss their ideas within a positive environment and without the fear of failure. Children learn about planting watercress and using water to make it grow. Their imagination is promoted through role play for example, taking their dollies shopping or making pretend meals for their teachers. Children create junk models and collages such as a caterpillar using a variety of creative media. Staff have effective systems in place to support children's learning which include observations of what children can do. Practitioners use this information effectively to plan activities and events which challenge the children appropriately and enable them to make good progress.

Nursery Education

The quality of teaching and learning is satisfactory. Practitioners have a sound knowledge of the Foundation Stage curriculum and they are keen to support and extend children's learning. They provide children with sufficient opportunities to learn through play. Key-worker assessment records are in place but these do not always relate to the stepping stones and do not clearly show individual progress. Although the staff make observations, these do not clearly show what individual children can do or what their next steps are. Staff plan activities for children, however, differentiation between more or less able children is not included in the planning to ensure that individual children are being challenged appropriately.

Children explore capacity and quantity using mathematical language during sand play. They are able to link numbers to the correct symbols and count confidently to nine. Staff's appropriate questioning help children learn to count within a familiar context for example, children were asked to count how many pieces of paper they had for making a rainbow collage and children confidently counted their pieces and commented that there were "a lot". Children share books with adults and each other holding them correctly and using the pictures as a clue to the story line. They sit quietly and show great interest during story time; they repeat familiar story lines and predict what is going to happen next.

Children are provided with sound opportunities for mark making and they are able to form recognisable letters. They join in music and movement as they sing songs or

pretend to be a donkey or an elephant before snack time. Practitioners provide children with opportunities to experience the wider community and to explore other cultures through activities and events such as celebrating different festivals, trying out ethnic food and participating in fund raising events.

Children are able to express their creativity by using a variety of media in order to create wall displays, collages and paintings. They explore different textures while playing with play dough, paint and sand. Children extend their imagination as they play in the home corner or engage in pretend play in the sand making cups of 'tea'. Children use a variety of construction bricks in order to build their towers and use small world play to investigate their surroundings for example, driving their cars through a 'town'.

Staff work closely as a team praising and encouraging children to develop their personal independence and confidence. Overall, children are making satisfactory progress towards the early learning goals given their capabilities and starting points.

Helping children make a positive contribution

The provision is good.

All children are treated with respect and are made to feel welcome in the setting which helps them feel good about themselves. Children are provided with good quality opportunities to explore other cultures and beliefs through planned activities for example, colouring 'Chinese dragons' and resources such as books and artefacts. Children become aware of their needs and the needs of others as they make room for each other in the sand pit or when painting together sharing resources and taking turns. They are well cared for by staff who work closely with the parents in order to meet their individual needs and ensure that all children are included in the life of the setting.

Children with special educational needs are supported well by experienced and recently trained staff. Practitioners work closely with the families and supporting agencies to ensure that children's individual needs are met and that they can make progress.

Children are well behaved. Practitioners have a consistent and sensitive approach to managing children's behaviour which helps them understand what is expected of them and develop a good sense of right and wrong. All members of staff have recently attended relevant training in order to support their practice and ensure that their knowledge in managing children's behaviour is up-to-date. Practitioners use plenty of positive praise and encouragement when promoting good behaviour. They use age appropriate techniques such as discussion, explanation and re-direction of attention when dealing with challenging behaviour.

Partnership with parents is satisfactory. Practitioners encourage open communication with parents whose views are valued and respected. Relationships are positive and staff share verbal information on a daily basis with the parents helping to provide continuity of care for all children. Parents get sufficient information about their

children's progress and the day-to-day running of the setting through newsletters, notice boards, open afternoons and special days where parents are invited to join in activities with their children. The main policies and procedures are available to parents through the setting's prospectus and parents are requested to sign to say that they have read them. However, the complaints procedure does not include the contact details of the regulator should parents wish to make a complaint.

Children explore other cultures and beliefs. Positive images and resources provide an inclusive environment which encourages children to explore their ideas and views. All children have access to toys and equipment which supports their personal progress and ensures their spiritual, moral, social and cultural needs are fostered.

Organisation

The organisation is satisfactory.

Children are happy and settled in the setting and are helped to make sound progress through the stepping stones towards the early learning goals. They have access to a welcoming environment which helps them feel secure and confident.

Staff maintain documentation appropriately and all policies and procedures are in place. However, the child protection policy does not include a procedure to be followed in case of allegations made against a member of staff and the arrival and departure times for both children and staff are not recorded in the daily register to ensure children's safety.

Children are appropriately cared for by staff who have a sound understanding of child development. The majority of the staff hold an appropriate early years qualification. Staff engage in a wide range of ongoing training, which enables them to develop their knowledge and skills further. All legally required documents, including a procedure to record complaints or concerns, which contribute to children's health, safety and well-being, are in place.

Leadership and management of the nursery education is satisfactory. The manager motivates and supports staff appropriately through regular team meetings and one-to-one support. All members of staff have access to training which means that the manager is committed to providing staff with equal opportunity to develop professionally. The manager acts as a positive role model helping staff to build strong teams where individual input is valued and respected.

Overall, children's needs are met.

Improvements since the last inspection

At the last inspection the setting was asked to ensure that drinking water was available to children at all times and that staff were trained in specific medical treatments if required for individual children's medical needs.

Fresh drinking water is now available to children at all times in order to ensure that no child remains thirsty during the sessions. Staff are able to accommodate individual children's medical needs by having attended recent training in first aid and by seeking advice from medical professionals in order to ensure that all children remain safe and healthy in the setting.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that the complaints procedure includes the address and the telephone number of the regulator
- update the child protection policy so it includes a procedure to follow in case of allegations made against a member of staff and ensure that children and staff's actual times of arrival and departure are recorded in the register

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop the assessment records and the systems which inform them so it is clear how individual children progress through the stepping stones and what their next steps are
- develop planning to include differentiation between more or less able children and use this information to challenge children appropriately

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