



## Peter Pan Pre-School

Inspection report for early years provision

Unique Reference Number	113641
Inspection date	16 June 2006
Inspector	Kerry Iden
Setting Address	1 St. Floras Road, Littlehampton, West Sussex, BN17 6BD
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Registered person	Peter Pan Pre-School
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*

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## 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 good.

### WHAT SORT OF SETTING IS IT?

Peter Pan Pre-School opened in the 1980's. It is based in the rooms of a church in Littlehampton, West Sussex. The pre-school is a registered charity and is run by a committee. A maximum of 41 children may attend the pre-school at any one time in groups no larger than 26. The pre-school offers sessional care during term time from Monday to Friday. Sessions run from 09:30-12:15. All children share access to a secure outdoor play area.

There are currently 63 children aged from two to under five years on roll. Of these, 37 children receive funding for early education. Children come mainly from the local and surrounding areas. The pre-school currently supports a number of children with learning difficulties and other disabilities and also supports children who speak English as an additional language.

The pre-school employs 10 members of staff. Of these, seven hold appropriate early years qualifications and another one is working towards a qualification. The pre-school is a member of the Pre-School Learning Alliance and has completed and been accredited with the West Sussex Quality Kitemark Scheme.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children learn about the importance of hygiene at the snack table as they hold their hands out ready to be squirted with the antibacterial gel for cleaning their hands, some children giggle saying it tickles, the staff member talks to the children about how to rub it right in to get rid of the germs. Children's health is well maintained because staff have a good knowledge of first aid treatment and know how to effectively deal with accidents and incidents. Extremely secure procedures are implemented to record accidents, the administration of medication, obtaining written information about children's health, medical and dietary requirements, to ensure children's individual needs are fully met and they receive appropriate treatment in an emergency.

Children are kept safe from suffering with any known allergies as staff are vigilant in ensuring they have correct information through the detailed recording on children's name cards before giving a child anything to eat or drink. They independently choose when they would like to attend the supervised snack table and make choices about their drink from the milk or water available. Water is poured independently by the children from an appropriate sized jug or they can have milk from cartons with a straw, staff are on hand to assist when required. Snack time consists of a large selection of fresh fruit and raw vegetables including grapes, strawberries, apples, carrots, nectarines, banana, peppers, cucumber and bread sticks. Children make independent choices about what, and how much they are going to eat. Children are praised for remembering to say please and thank you, the staff member shows the children how her face becomes smiley when children remember to say please.

Children benefit from an outside area as the pre-school staff have recently been using the outside area more effectively, children can choose to go outside to play with the variety of activities set up by the staff. Planned physical activities are included within the setting, however these do not occur on a daily basis and so not all children get to join in some of the activities, for example, the sticky kids tape which always happens on a Monday. Children and staff do make good use of the large space in the middle of the hall where occasional spontaneous physical activities take place, for example as one small group of children turned the number boards in to a hopscotch game.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children enter into a well organised setting with a good arrangement of furniture and the clever use of bright colourful dividers allow children to come into their small groups to begin the day. The dividers are illustrated with colourful posters and the children's art work which makes the hall look inviting, vibrant and interesting to children. Staff make good use of the space and open up the smaller hall once all the parents have left the building, the small hall includes floor and table top play as well as a quiet area for reading books with comfy cushions and bean bags.

The equipment in place is of good quality and varied. There are items and activities, which are well resourced and set up in anticipation of the children's arrival, these look inviting and stimulating to the children. Other areas, such as the writing area, are left for the children to self select from different resources and equipment, allowing the children to develop their play and learning further.

Children's safety within the setting is paramount to the staff. They ensure that risk assessments are carried out daily in the halls, toilets, outside area and on all equipment. Children are encouraged to sit appropriately on their chairs especially around the snack table, staff member explains to the children that they may choke if they don't sit up properly. They are reminded of their own and others safety when using equipment, for example, as they are shown how to handle scissors and to put them down on the table when they are not using them. Children's safety is maintained at drop off and collection times as staff have organised an incredibly safe procedure where parents drop their child to their supervised small group area, at home time children return to their small group with a staff member, two additional staff collect each child from their group to return them to their parent/carer, staff are situated strategically for safety.

Children are protected from harm and kept safe because staff have a secure knowledge of their role with regards to child protection. They know and understand the procedures to follow should they believe a child to be at risk and implement effective procedures for the collection of children to ensure arrangements are secure and children are safeguarded from harm. The implementation of effective systems to record all children, staff and visitors to the pre-school ensure children are safe whilst in the group.

## **Helping children achieve well and enjoy what they do**

The provision is good.

All children enter excitedly into pre-school and some greet the staff with cuddles. They know the routine and having collected their name cards when they arrive with their parents, they stick them on the board in their area, they find their place at one of the prepared activities. They are immediately actively engaged as staff lead activities with some children whilst others go straight into play dough or other table top activities.

Children feel a sense of achievement as they complete tasks themselves, staff praise them for their effort which boosts their confidence. They feel a sense of ownership within the setting and confidently make independent choices about their play. Interaction between the children and staff is warm and affectionate; all staff play at the children's level, show enthusiasm in their play and extend their play through open ended questions.

The staff offer an environment which promotes the social skills of children as they mix within their own peer group and with other aged children throughout the session. For example, key groups for some more structured activities for the star kids but in the going home groups all the children are mixed up in their ages so all children get to know one another and the younger children have the opportunity to follow the examples of the older children.

Children are able to play in an incredible calming environment, the setting accommodates many children and with ample adults in the setting there are a lot of bodies within the halls, however the noise level is low and children calmly move from one activity to another making independent choices.

Children really enjoy the role play area where they have created an ice cream shop in line with their current theme, they take it in turns to be the shop keeper. Older children explain to the younger children the options of flavours of ice-cream, these are linked to the children's groups and have included on the menu a dairy free option. Children talk knowledgeably about how some children can't have dairy so they have to have a dairy free ice-cream.

### Nursery Education

The quality of the teaching and learning is good. Children are making good progress in all areas of development. There is a relaxed atmosphere within the room but with high levels of motivation from staff and children, who are proud to be part of star kids. Children share their home life experiences with their small group as they talk about their pets at home, some children fall into make believe as they inform their group that they have bears and snakes in the garden. Children show how proud they are of their colour and fruit groups, for example, as some confident children tell me what fruit and colour group they are in. One child laughs as he tells me he is a blue banana because for star kids group he is in blues and for going home time he is in the bananas. Children work well in their small groups. They form relationships well, all children know one another's name and some children delight in telling me who everyone is. They can successfully take turns and share fairly understanding the agreed rules for working together.

Through every day routines children are encouraged in their mathematical development, they count up children, solve mathematical problems and develop their language in this area. For example, during small group time one child is chosen to be the star worker, she was asked to collect the wrist bands for the children in the group. She returned with two less, the staff member encouraged her to count on to identify how many more she would need. Children have the opportunity to use equipment such as scales to help them with their concept of heavy and light. They use some weighing scales in their play, for example, in a compare bear activity, as well as

planned opportunities, such as, when weighing out ingredients for a cooking activity to develop their concept of weight and measure. Within the planning it is clear to see many activities are prepared, carried out and evaluated to develop children's understanding of mathematics, however there is limited opportunities for children to compare number or freely access mathematical equipment themselves. Children are developing well with their concept of shape and can clearly identify many. This was recently developed when children went on a shape walk of their neighbourhood, using the digital camera to capture pictures of shapes in nearby buildings, signs on the path and other things they came across on their walk. After returning to the pre-school they made a shape book illustrating their photos and writing about the shapes they saw.

Children freely access a range of writing tools and materials across the session and use these with confidence. An accessible storage trolley which contains paper of varying colours and sizes, as well as a variety of tools including crayons, pencils, pens, rulers and scissors, envelopes, postcards, diaries, tracing paper, white boards and chalk boards allows children to make independent choices. All children are able to practise their emergent writing through many different activities and are encouraged to label their own work. Children are extended well with their writing skills. For example, one child who was very capable in her writing and wanted to write more was encouraged to write a letter to the people in her home, she went on to address an envelope for her letter and was very proud of her efforts.

Children enjoy stories and have access to a cosy and comfortable area to relax and look through a selection of story and information books, many of which relate to the current topic. Children know to read from left to right and are aware that print carries meaning, staff extend more able children, for example, one child confidently read a whole story to a small group of children.

Children have many opportunities to try different art and craft activities, some of which are topic linked, others are to fire the children's imagination. The children created works of art on their large canvases in the garden as they made brush strokes across the boards. As these dried in the sun children used the large boards for houses and tunnels. Children show off their musical talent as they join together and work co-operatively to make their own song as they play their instruments.

Children confidently handle a range of tools and materials. They independently help themselves to writing tools and materials and know how to hold pencils correctly. They confidently use scissors, knives and a range of cutters when working with play dough. Older children show good fine motor skills when using the magnetic board as they channel the ball through the board with the magnetic pen. A large space is kept clear within the middle of the room where activities sometimes take place to develop children's physical skills including balancing along beams, small carpet mat game and the sticky kids tape, however there are limited opportunities for children to develop their large motor skills on a regular basis.

Children take part in many activities that inform them about their immediate environment. They are currently looking at the beach as a topic and in their small groups children talk about things they like to do in their home town of Littlehampton, many of them choose the beach as well as the nearby fun fair. Children show a good

sense of time as they look at the photographs of Littlehampton today and identical photos taken many years ago. Children talk about how they need to look after Littlehampton for the future as they talk about recycling activities. Children begin to learn not just about their immediate community but introduction in to different lives through a variety of media, books and play equipment. Topics such as Chinese new year are planned well and incorporate many different experiences for children including food tasting, dressing up, looking at pictorial books, turning into a dragon and sharing fascinating objects at group time. Children develop their confidence in using many different items of equipment such as the digital camera and the pre-school laptop. Children delight in seeing themselves in the photographs taken.

Children's individual progress is observed and monitored and staff update their key children's assessment records to show their ongoing achievements, as well as the next steps identified by the star kids co-ordinator of which the parents are invited to contribute to. Most staff have an in depth knowledge of the Foundation Stage and how to make the most of all learning opportunities, less experienced staff work closely with others to observe appropriate questioning techniques. However, children have little opportunity to develop their skills in comparison of number or to freely access mathematical equipment. Staff members recognise the skills each child has. They provide effective support, to enable the younger and less able children to build on these and extend older and more able children in their knowledge, allowing all children to develop at their own pace. There is a clear system for recording children's progress in all aspects of their development. In addition, regular staff meetings and good communication between staff ensures children's progress is used to influence the planning. Children benefit from the routine of the day and staff make good use of time and resources, to ensure children develop towards the early learning goals across the six areas of learning.

Staff have realistic expectation of children's behaviour and the atmosphere is calm and relaxed, because children know what is expected of them. They understand how to play harmoniously together and, as a result, develop positive relationships with their peers learning to co-operate and negotiate without adult support. Children enjoy their time at the pre-school and flourish in the stimulating and exciting learning environment.

### **Helping children make a positive contribution**

The provision is good.

All children are valued as individuals and all staff have a good understanding of their home and family circumstances, which secures the links between home and pre-school. Through detailed planning, children have opportunities to learn about themselves, the local community and the wider world helping them to recognise and value similarities and differences. Resources freely available to children reflect diversity through incidental learning. Children enjoy visits from people who work in their local community, such as the police helping to increase their understanding of the people who help them.

All children and their families, including those with special needs, receive good

support from staff and outside agencies, enabling them to thrive and make excellent individual progress. The pre-school actively promotes the inclusion of all children and those with special needs, both physical and educational benefit from their time in the pre-school. The Special Educational Needs Coordinator liaises very closely with parents, the child's key worker and a whole range of outside agencies to ensure children are monitored, assessed and supported. This positive approach fosters children's spiritual, moral, social and cultural development.

All children are helped to understand how to behave in an environment that encourages good behaviour and as a result, children's behaviour is extremely good. Younger children are helped to recognise what is appropriate behaviour as the staff play with the children setting themselves as good role models. This positive interaction helps children learn how to play with their peers which impacts on the relationships they build. The consistency from staff ensures children receive clear messages. Children respond well to the continual praise and encouragement from staff and as a result, all children are confident and have good self-esteem.

Children benefit from a good relationships between the staff and parents ensuring their individual needs are well met. All children are valued and included into the pre-school and flexible induction arrangements ensure children settle well and develop a sense of security and belonging. Good links are in place between pre-school and home, for example, through the clearly displayed notice board, parents being invited in to help with parts of the session, regular newsletters, a detailed prospectus and daily discussion with staff ensures parents are well informed about the group and the activities their child is involved in on a regular basis enabling them to play a full part in their learning. The pre-school has successfully implemented the new complaints log in line with recent guidance, however this must be made available to all parents maintaining confidentiality on individuals.

The partnerships with parents is good. Children's learning is enhanced because parents are invited to play a full and active role. They contribute to their children's development records and make comments on targets set by the staff. They are invited to spend time in the pre-school helping out in sessions. Parents are fully informed about the curriculum and get to know their child's key worker well. Parents are provided with suggestions of activities to try at home with their child to extend their learning. These strong and secure links ensure parents play an active role in their child's early education, which successfully impacts on the individual progress children make.

## **Organisation**

The organisation is good.

Children's care and learning is significantly enhanced by the organisation of the pre-school and the clear leadership and management of nursery education. All staff have a very clear understanding of their roles and responsibilities within the provision. The implementation of the clear policies and procedures is effective, ensuring all children are provided with high levels of support and thrive in the vibrant and well organised setting.



Staff are enthusiastic and motivated, they show good awareness of their roles and responsibilities within the setting. There are good levels of qualified staff and thorough records show ample opportunities are available for ongoing training. Staff are encouraged to share their training experiences across the team. There is good team performance and a committed and valued attitude from all staff.

All staff have a clear understanding of the extensive policies and procedures within the pre-school. The manager takes responsibility to ensure these work in practice and continually monitors and updates these, to reflect current practice.

Leadership and management within the setting is good. The deputy manager takes responsibility for the star kids groups, she works closely with the pre-school manager, together they ensure the planning is appropriate, stimulating and challenging for all children allowing them to reach their full potential. Staff look to the management for some leadership but generally work well as an equal team. Continued development of all staff's knowledge of the Foundation stage is planned as part of the ongoing training opportunities for all staff. Regular meetings and rigorous monitoring of children's achievements helps ensure all children are continually making rapid progress, thriving and responding to challenges and playing a dynamic role in their learning. Therefore the setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the pre-school were asked to develop their resources which reflect positive images of culture and disability. The setting have increased their play opportunities and equipment for children to develop their knowledge through planned activities and incidental play.

### **Complaints since the last inspection**

Since the last inspection, Ofsted has received one complaint relating to Standard 6: The complaint related to safety within the pre-school with regard to the safe procedure of children being collected at the end of session and the external doors being unlocked. Ofsted requested that an internal investigation was carried out and that the provider report back with both details of the circumstances and how the situation was being dealt with in respect of ensuring children's welfare. The provider produced a comprehensive report and Ofsted were satisfied that appropriate action was taken to address the concerns. The provider remains qualified for registration.

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

## **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 good.

### **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):

- increase opportunities for all children to develop in their physical skills
- ensure all information contained within the complaints log is confidential

#### **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):

- increase opportunities for children to make comparisons between number and to freely access media and materials to explore mathematical concepts during their self chosen play.

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