



Peter Pan Pre-School

Inspection report for early years provision

Unique Reference Number	120156
Inspection date	22 November 2006
Inspector	Maureen Croxford
Setting Address	Peter Pan Pre-School, The Pavilion, Thursley Road, Elstead, GU8 6DU
Telephone number	07754 122783
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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

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 good.

WHAT SORT OF SETTING IS IT?

Peter Pan Pre-School was established in 1967 and there are 22 children on roll. This includes two educationally funded four-year-olds and six educationally funded three-year-olds. The pre-school offers sessional day care places for 18 children aged two to five years. A voluntary committee runs the group.

The pre-school is open on Mondays and Fridays from 09.00 to 12.00, and on Tuesday, Wednesday and Thursday 09.00 to 12.55 including lunch, during term times only. The provision serves the local community and surrounding villages. Procedures are in place to ensure that the needs of children who have physical disabilities, learning difficulties or for whom English is an additional language are met.

The pre-school is based in a large room in the pavilion in the grounds of Elstead recreation ground in the village of Elstead, Surrey. The pre-school has the use of an enclosed garden for outdoor play. Six staff work with the children. Most staff hold or are working towards an appropriate childcare qualification. Staff receive support from a mentor from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are learning to follow good hygiene routines as staff explain the importance of washing hands before cooking activities and eating, and after using the toilet. For example, the member of staff helping the children chop the vegetables for the soup they are making, tells them that most germs are removed through hand washing. She extends their understanding as she explains that getting the food very hot will kill any other germs. Staff have a good understanding of how young children develop, which contributes to their good health and physical development.

Appropriate arrangements for sick children are in place to protect other children from illness and infection. During the inspection, a three-year-old has a heavy cold and becomes tired. A member of staff makes her comfortable on soft furnishings, away from other children, and covers her with a blanket. As it is nearly time for the children to go home, she does not contact the parent but sits with her, reading a story. The child is able to use tissues to wipe her nose and disposes of them properly. All staff hold first aid certificate and the first aid kit is readily accessible and complete.

Children benefit from and enjoy healthy snacks, including fruit, vegetables and croissants. They are also learning about healthy eating through well-planned topics and discussion. Staff protect children as they ensure all food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

Children develop a positive attitude to physical exercise and benefit from the well planned use of large play resources in the hall, outside in the fully enclosed garden and in the adjacent play park. During the inspection, the children enjoy a wide range of physical equipment such as climbing equipment and sit-and-ride toys. All children are developing very good spatial awareness, as they move around the setting safely and with confidence.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are safe and suitable for their purpose. Play areas are large enough to offer free movement, which allows children to move confidently and safely between all areas, including the garden. Staff are appropriately deployed and can clearly see the children, as the room and resources are well organised. Children benefit from the provision being very well maintained, appropriately lit and suitably ventilated. Good provision is made for children to rest and play quietly. These areas are equipped with appropriate furniture suitable for the stage of development of the children.

Good security systems are in place, which contribute to the children's safety in the setting. This ensures that children are unable to leave the premises unnoticed. Children and parents feel welcome as staff greet them as they enter the building. Staff value the children's achievements as they display their artwork attractively on display boards at children's height. Very good procedures for the emergency evacuation of the building are in place and are fully understood by all staff. Staff carry out regular risk assessments of the premises to minimise risks to children.

A wide range of suitable toys and play materials are available, which provide stimulating activities and play opportunities for the children in all areas of the provision. These are appropriate for the ages and individual developmental needs of the children.

Children learn to keep themselves safe as staff ensure they discuss the provision's rules with them. Staff remind children of the rules, for example, when two children argue about a toy, a member of staff takes them both to a copy of the rules and reminds them that they must share and be kind to each other. Children are able to access their own resources with ease and in safety, as most toys and equipment are stored in low-level cupboards.

Children are very well protected because staff understand their role and responsibilities with regard to safeguarding children. All staff have attended child protection training and are fully aware of their responsibilities. The manager is the designated person and appropriate procedures are put into practice when necessary.

Helping children achieve well and enjoy what they do

The provision is good.

The staff's good understanding of child development ensures an exciting range of activities and experiences are provided for all children within the setting. They plan a very stimulating curriculum for funded children and use the Birth to Three Framework for younger children. Staff encourage children to be independent, confident and help to develop their self-esteem.

Children build secure relationships with adults and their peers, and benefit from staff sharing their play. They are valued by staff who know the children and their home situations very well and are sensitive to their needs. Younger children benefit from consistent routines between home and the provision, which helps to secure the children's sense of belonging and emotional well-being. All children learn to be creative and use their senses to explore a range of textures and media, such as paint, dough, sand and water. They are becoming competent learners as they are encouraged by staff to try activities in a safe and supportive environment.

Nursery Education

The quality of the teaching and learning is good. Children make very good progress towards the early learning goals and engage in a range of activities and experiences covering all areas of learning. Staff have a secure knowledge of the Foundation Stage and use their knowledge to plan the curriculum and help children develop. Staff are well deployed and make good use of resources and time. As a result, children are well motivated and make many good links in their learning.

Staff monitor and record children's progress. Planning takes into account what most children are able to do and staff make some extension of activities spontaneously. However, planning does not show how staff will extend children that are more able. Staff support children with learning difficulties and for whom English is an additional language. They work closely with parents and outside agencies. Activities and experiences are adapted enabling children to make good progress. Children's records give a clear picture of their progress.

Children play very well together, develop good relationships and are well behaved. They understand that the provision has rules and boundaries. These are shown on a low-level display board using pictures. Children co-operate with each other, listening to and valuing each other's ideas, for example in the home corner. Children are excited and interested in their activities and show good levels of concentration. All resources are easily available to children, which enables them to make choices about their play.

Children practise early reading and writing skills, for example through self-registration and emergent writing using different forms of media including chalk, crayons, paints and sand. Mark making materials are available in several areas of the provision. Children have access to a broad range of books, including reference books. They relate well to the stories read by staff, who extend their vocabulary. This develops their understanding of the meaning and sound of words.

Most children count confidently and many opportunities are presented to them to compare numbers through well-planned activities and everyday routines. They are beginning to recognise numerals and place them in numerical order. They enjoy weighing different items, such as potatoes and comparing sizes.

Children are able to explore and investigate. They learn about their local environment through visitors, such as a visit from the local fire brigade. Staff plan exciting topics which enable children to develop a good understanding of other cultures and celebrations.

Children are able to move safely around the provision with increasing control and co-ordination. They are able to travel under, over and through balancing and climbing equipment confidently. Children's manipulative skills are very well developed and they enjoy using a wide range of tools and materials, including scissors and knives.

Children recognise colour, shape and form in two and three dimensions. They have opportunities to express and communicate their ideas, thoughts and feelings through role-play, for example the home corner. They use their imagination well. Their artwork and constructions reflect their own ideas. They enjoy using musical instruments and some are able to copy a simple rhythm.

Helping children make a positive contribution

The provision is good.

Children develop a positive attitude towards themselves and others because staff provide resources and activities that reflect diversity of different cultures. Staff are proactive in supporting children with individual needs and ensure that all children are included in the

activities which develops their sense of belonging and their self-esteem. All children in the provision are valued and respected as individuals by staff.

Staff manage behaviour well through a range of appropriate strategies, which are suitable for the age and stage of development of the children. Children recognise the difference between right and wrong and show concern when one child accidentally gets hurt. Staff help children to understand why some behaviour, such as hitting each other, is not appropriate and talk to them about how it makes each other feel. The rules of the provision are clearly displayed. These is also shared with parents. As a result, children know what is expected of them and show high levels of confidence and self-esteem. This positive approach fosters children spiritual, moral, social and cultural development.

The partnership with parents is good. Parents and staff work together which results in a positive effect on the children's learning and development. Clear, well-recorded information is given to all parents regularly about the children's activities and achievements. Parents and staff regularly discuss the progress of the children who receive nursery education at parents' sessions using the children's assessment records. Staff and parents also share information informally on a daily basis as staff make time to talk to parents. Parents receive good, clear, well-written information about the early learning goals and the Birth to Three Framework. Parents are encouraged to contribute to their child's learning, for example by offering information which staff use in the assessment of their child and in future planning.

Organisation

The organisation is good.

Children benefit as most staff hold appropriate childcare qualifications, and all have experience of caring for children. Staff deployment and knowledge of child development is good and staff have a clear understanding of what is expected of them on a daily basis. Children make good progress in their learning due to the keen interest of the staff who extend activities naturally.

The leadership and management of the nursery education are good. The committee has ensured that all staff working with children who are in receipt of funding for nursery education, have a good knowledge of the curriculum guidance. They provide extensive support on a regular basis. Staff understand and follow the comprehensive procedures and policies. Systems are in place to monitor teaching and learning in the provision; however the staff appraisal requires further development. The on-going training, for example, around the Birth to Three Matters Framework, Foundation Stage, first aid and Safeguarding Children contribute to the children's learning, health, safety and well being.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the last inspection the provision has developed a system to monitor the progress of younger children. This ensures that staff and parents are aware of the children's development.

All staff have attended an approved first aid training course which includes training in first aid for young children and infants. This helps to promote the safety and good health of the children.

The committee and staff have updated policies and procedures including the recording of accidents and the complaints procedure. The regular review of these documents ensures the safe and efficient management of the provision, and promotes the welfare and care of the children.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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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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):

- further develop the appraisal system to ensure that all training needs are recognised.

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):

- ensure that planning shows how activities are to be extended for more able children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk