

Peter Pan Pre School

Inspection report for early years provision

Unique Reference Number	512659
Inspection date	20 February 2008
Inspector	Katy Elizabeth Wynn
Setting Address	St Peters C of E School, Town Street, Rawdon, Leeds, West Yorkshire, LS19 6PP
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Registered person	Elaine Mackey & Pam Smithson
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 registered in 1993 and is owned by a private partnership. It operates from a classroom at St Peters Church of England School in Rawdon, a suburb of Leeds. The setting serves children from the local community.

The setting is registered to care for 28 children. There are currently 68 children on roll, of which 50 children receive nursery education funding. The setting opens Monday to Friday from 08.55 to 11.55 and Monday to Friday from 12.30 to 15.30, term time only. There are seven staff who work with the children. Over half of the staff have early years qualifications. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm clean environment where they develop a high level of independence in relation to their personal hygiene. Systems are clearly in place for children to learn about being healthy. For example, children are taught to wash their hands after toileting and learn about germs. As a result, children learn about simple hygiene procedures and fully understand why they follow certain procedures.

The healthy mid-session snack promotes the children's good health; they enjoy the fresh fruit and milk. Children are effectively cared for if they have an accident or become ill because staff are trained in administering first aid and have appropriate permissions and records in place regarding the administration of medication.

The outdoor area is used effectively to promote children's physical development and children enjoy music and movement in the school hall. They develop spatial awareness as they move and coordinate their bodies during keep fit sessions. Children steer the wheeled toys, throw and catch balls. In the spring and summer term children are given choice and develop their independence as they move from indoors to outdoors throughout the session. The outdoor area is used more effectively in better weather to promote all areas of learning.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children attending the pre-school are keen to access the range of positive play and learning activities and resources provided for them. The premises offer a clean and well set out environment that is child centred and accessible to the children, which enables them to be independent. The quality, range and selection of toys, resources and equipment is good and provides a variety to engage the children and cover the curriculum effectively.

Safety is generally well managed by the staff, who use risk assessments to monitor and manage the provision efficiently and safely. This is supported with a safety policy which covers all areas of the pre-school practices and takes all reasonable steps to prevent accidents occurring. However, the radiators are currently not guarded and put children at risk as they are not thermostatically controlled. Children gain knowledge and understanding about keeping safe through the various activities and daily routines, such as using tools and equipment in a safe way and to be aware of others around them. Children wear safety clothing and outfits in the role play areas, when being a fire fighter. Children play an active part in the fire evacuation procedure on a regular basis.

Staff have attended regular training to update their procedures and knowledge on child protection issues. The children's safety and welfare are safeguarded and this is supported through the pre-school's basic policy statement. However, this policy does not include details of the procedure to follow if an allegation is made against a member of staff and therefore parents are not informed of this procedure.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happily at the setting and have great fun accessing all the play and learning opportunities during the periods of free play. They develop warm trusting relationships with the staff. For example, they snuggle happily with a familiar adult for a story and are secure in their understanding of their role and identity within the group. The stimulating indoor environment invites and positively encourages children to participate in all activities with great enthusiasm. They enjoy investigating the table top activities, role play area and drawers to help themselves to the art equipment, small world toys or construction kits that they need. The vibrant displays of the children's own art work around the room create a motivating, learning environment where children know that their work is highly valued.

Children follow the regular daily routines confidently. They develop a good level of independence and very high self-esteem which contributes significantly to their motivation and therefore their learning. The younger children are effectively included in all the activities in line with the 'Birth to three matters' framework. For example, children enjoy exploring the various textures and sensory experiences, such as gloop, and they particularly enjoy the role play area and choose from a selection of dressing up clothes. The balance of adult led and child initiated activities is good and promotes a calm settled environment where the youngest children feel secure and begin to develop their independence.

Nursery Education

The quality of teaching and learning is good. Staff have a clear understanding about the Foundation Stage for children's learning and the six areas of learning. They plan interesting play based learning activities which enable children to make good progress towards the early learning goals; children access the activities enthusiastically. Mature, experienced and well qualified staff are exceptionally skilled in using conversational questioning techniques to promote children's learning and they recognise the potential for this in all routines and planned activities. For example, they consistently challenge children to think about their play. For example, during a construction activity staff asked children to think how they can make their construction model stronger so it would not fall over. Staff encourage children to label their own work and record their attendance through the self registration system. Similarly, staff understand how to incorporate all areas of learning within each activity. Consequently, children begin to understand the different road signs as they look at the props and read the books on transport. They chat about snow and ice as they develop early writing skills in the shaving foam. Children are learning new and exciting differences about the weather as they talk about snow and rime during a television interview with Look North. Staff use observation well to establish what children know and can do, however, profiles do not consistently show next steps of children's learning.

Routines are used effectively to promote all areas of learning for the group as a whole. For example, show and tell during circle time. Registration time is an important factor in the children sense of belonging within the group; they greet each other warmly and develop a high sense of self as they talk to the staff. Children learn to count well as staff skilfully encourage children to learn about the everyday application of their mathematical skills by incorporating this in all aspects of their daily routines. For example, the children count as they line up to wash their hands. More able children are able to count up to 20 and children are beginning to have a concept of time as they follow routines at set times during the session. Children speak and

listen with increasing skill. All the children are very vocal and confident in their speech, the staff respond and listen with interest as the children talk to them.

Children's creativity is valued greatly and encouraged by the staff. Children enjoy the warm praise and encouragement they receive for their efforts, their results and importantly, their ideas. Consequently, children engage confidently in various art and craft activities and develop their media skills as they use the computer and mouse skilfully. Children act out real life experiences during role play, for example, taking the dolls to the doctor's surgery.

Helping children make a positive contribution

The provision is good.

The setting is committed to helping provide equality of opportunity for all children and their families. The policy reflects this in admissions, curriculum, disabilities, learning difficulties, food and drink, and employment. The equal opportunities policy is understood and implemented by staff and shared with parents. As a result, staff ensure children are treated with equal concern and respect. Children gain a positive view and understanding of diversity as staff provide a selection of meaningful activities and resources. For example, they have access to appropriate role play clothes of both genders, books, small world figures and musical instruments. The home corner reflects other cultures and celebrations to correspond with themes, such as, a Chinese restaurant when celebrating Chinese New Year.

Support for children with disabilities and learning difficulties is successfully focussed on the setting's policy. Designated staff have training on the revised Code of Practice and they know to work with other professionals and how to support parents' needs. As a result, children's needs are effectively met. Good behaviour is promoted well and children are encouraged to share and take turns. Positive interactions from staff promote children's self-esteem and they receive ongoing praise and encouragement for their efforts. Children behave exceptionally well and play harmoniously together, for example, a group of children build a princess castle with the bricks, they take turns, listen to each other and work well as a team.

Partnership with parents is good. Children benefit from continuity of care between home and the setting because staff work in partnership with parents to meet the needs of their children. Parents are kept informed because the staff share ongoing information with them through daily discussion, informative newsletters and opportunities arranged to look at achievement records. Parents receive good quality information about their child's progress and achievements on a regular basis, both verbally and in writing. Parents are requested to contribute to their child's learning by bringing in items to correspond with the theme of the week. Parents are welcome in the setting and some work at the setting on a regular basis.

Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

The children's care and learning in the pre-school is supported with an organised approach by staff. The space and facilities in place fully support the children's ongoing needs. Staff demonstrate a commitment to offer the children a positive learning and fun environment where their welfare and safety are continually monitored. There is a good selection of policies and procedures which are reviewed and all are shared with parents and staff. Other records and documentation are kept up to date and suitably stored to maintain confidentiality. The

recruitment and selection procedures are clear and promote the ongoing suitability of those working with the children.

Leadership and management is good. Staff work effectively as a team and are extremely supportive of each other. They are very motivated in what they do and this impacts on the progress the children make. There are regular staff meetings where all staff are able to contribute. Training for staff is ongoing and is well supported by the management. Informal staff appraisals are in place as part of the programme of staff development to ensure the pre-school continues to offer good quality provision for the children. The evaluation and monitoring of the care and education is established and effectively identifies the pre-school's strengths and areas they want to improve upon and this is outlined in their self evaluation document. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the setting was required to improve the information recorded in the accident records. Following this recommendation the setting has devised a new system for recording accidents and ensure that full details of the accident are recorded and parents sign the record ensuring they are fully informed.

At the last nursery education inspection the setting was asked to improve the children's profiles to include the next steps. Following this recommendation the group have made some improvement and plan for children's next steps of learning. However, this is still not consistently recorded.

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):

- improve safety with relation to the heating system

- update the child protection policy in line with current legislation.

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):

- improve assessment systems to ensure that staff record what is to be included in the next steps for learning.

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