

Peter Pan Pre-School

Inspection report for early years provision

Unique reference number	221860
Inspection date	12/02/2009
Inspector	Anna Davies

Setting address	King Edward Centre, Railway Lane, Chatteris, Cambridgeshire, PE16 6NG
Telephone number	01354 692 658
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Peter Pan Pre-school was registered in 1992. It operates from one large hall and an additional lobby area within the community centre in Chatteris, Cambridgeshire. The centre is shared with many other local groups and support services. Children have access to an enclosed outdoor play area. The group opens five days a week during school term times. Sessions are from 09.00 until 11.45.

The pre-school is registered on the Early Years Register. A maximum of 24 children may attend the pre-school at any one time. There are currently 26 children aged from two years and ten months to under five years on roll. The pre-school currently supports a number of children with learning difficulties and/or disabilities as well as children whom speak English as an additional language.

There are a total of five members of staff, one of whom holds a Level 2 qualification, two hold Level 3 qualifications and one holds a Level 4 and is working towards a Level 6 qualification. The setting provides funded early education for three and four-year-olds.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are appropriately engaged in a suitable range of activities to promote all areas of learning and planning and assessment procedures are generally effective which enables staff to monitor and ensure children's progress in their learning and development.

Staff build secure relationships with children and sessions are generally well organised to enable all children to participate meaningfully in the activities and daily routines of the setting. Children's welfare is adequately promoted and most documentation is in place to underpin their well-being and safety. Partnerships with parents and other providers delivering the Early Years Foundation Stage (EYFS) are sound. The system for self-evaluation by the manager and staff team is generally effective in identifying the areas for improvement and this has resulted in satisfactory progress since the last inspection.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- enable children to work towards independently taking turns and sharing fairly, this relates specifically to the use of the computer
- review the deployment of staff during sessions in relation to making more effective and frequent use of the outdoor space in order to meet children's individual needs
- enable parents and carers to have more opportunities to contribute to children's assessment files on an on-going basis
- update the safeguarding children policy to ensure it is in line with Local

- Safeguarding Children Board (LSCB) guidance and procedures
- develop short-term planning systems to ensure that planned activities have clear purpose and focus.

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain information about who has legal contact with the child and who has parental responsibility for the child (Safeguarding and welfare).

05/03/2009

The leadership and management of the early years provision

The setting has implemented systems to monitor and evaluate the provision and to ensure areas for improvement are identified. These are generally effective and have enabled the provision to make satisfactory progress since the last inspection and work towards meeting all requirements of the EYFS. For example, the preschool have reorganised literacy and arts and crafts resources to ensure they are freely accessible for children and have implemented robust systems for staff recruitment, selection and induction to ensure those working with children, are suitable to do so.

High ratios of staff are maintained and deployed effectively inside the setting to ensure children are well supported, for example, as they learn to safely access large play equipment in the room. However, this is less effective in relation to making the best and most use of the outdoor area. For example, all children are expected to go outside together at a set time. As a result, some children are not so keen to do so and children spend a lot of time waiting in the line whilst others get ready in order to use the outdoor area which results in restless behaviour.

Staff foster positive relationships with parents and carers. They ensure parents are kept up-to-date with their children's progress through termly written reports and keyworker meetings where parents are able to up-date staff about their children's current interests to help staff when planning activities to meet their needs. However, systems for enabling parents to have on-going opportunities to contribute to children's assessment files are more limited. Parents are invited to help at the pre-school on a voluntary basis and to share their skills such as traditional cooking, with the children. They are kept informed about events and activities through regular newsletters and generally up-to-date information displayed on the notice board. Staff greet parents warmly and share information verbally when they arrive to collect their child. The setting values parents' views and suggestions about the provision as feedback is sought through questionnaires and a comments box. Staff have considered how to work in partnerships with other providers and are establishing systems to ensure consistency of care and learning is promoted for children who attend more than one setting.

Staff demonstrate a secure understanding of safeguarding children from harm and neglect. They are aware of signs and symptoms and the procedures to follow

should they have concerns about a child in their care. However, the safeguarding children policy has not been updated to reflect the Local Safeguarding Children Board procedures and guidelines. Most required records and written procedures are in place to promote the care, welfare and safety of children. However, staff have not obtained information about who has legal contact with the child and who has parental responsibility for the child. Risk assessments are generally effective in safeguarding children and hazards are identified and minimised. For example, staff are vigilant about the security of the children, locking main doors to prevent other users of the building accessing areas where children play and escorting children when they wish to use the toilet facilities situated outside of the main room.

The quality and standards of the early years provision

Children's learning and development is satisfactorily supported through a suitable range of activities covering all areas of learning. The large indoor play space is suitably organised into different areas with toys and resources available for children to freely access, and good space for the use of large play equipment which benefits children's developing physical skills. The planning of activities arises from information gained through assessment; from observations made on the children, their next steps of learning and their interests. This ensures that activities are meaningful for them. Most staff support children's learning effectively, for example, as they help children to make playdough, incorporating all areas of learning such as measuring, turn-taking, independence as they mix their own mixture, language development as they describe how the mixture feels 'sticky and squishy' and numeracy as they count the spoons and bowls for each child. However planned activities do not detail learning intentions which results in some staff not being clear as to how to support some activities or what their main aim or focus is which results in missed opportunities to promote and extend children's learning. Staff have effective systems in place to support children with English as an additional language and those with learning difficulties and/or disabilities. For example, key words in children's home languages are both used by staff and displayed to ensure children feel included in the setting and can play an active role at the pre-school. Extra support is provided where necessary by staff who know the children well and ensure that all activities are accessible to all of the children.

Children display confidence as they approach and call staff for help and support and are beginning to develop a sense of independence as some staff encourage children to put on their own shoes and coats. Children have built up firm friendships and display pride, for example, as they enjoy the role of 'helper'. They work together, for example, as they put away the mini trampoline, carefully negotiating pathways with the equipment in a safe manner. Children learn to share and take turns as they use some of the popular resources and equipment. However, this is less effective when they wish to use the computer. There is a system in place to allocate time for each child on the computer but this is not regulated effectively or fairly which results in some children not getting a turn and being asked to wait until another day. Mark-making resources are freely accessible to children and they enjoy drawing and talking about their family members or the snowmen they have recently made. Staff take time to listen to children as they talk which ensures children feel valued and promotes language development. Children

are encouraged to problem solve as they try to guess how many small bottles of rice will fit into a larger container or how long they need their piece of wool to be for their picture. All of these activities also help to ensure that children develop appropriate skills to support their future economic well-being. Children enjoy the large outdoor space, for example, as they use toy snow ploughs and spades to dig holes and transfer snow. They ably climb on large physical apparatus inside, ride bicycles and bounce on the mini-trampoline. These activities help to develop coordination and large physical skills. Children's creativity is valued as they freely create collages, use role play resources and make their own playdough creations.

Children's health and well-being are appropriately promoted as staff follow generally effective procedures to ensure children stay healthy. The rooms used by children are satisfactorily clean and appropriately maintained. Snack time has been reorganised to ensure that it is a social and beneficial learning experience for all children; they are offered a good quantity of healthy and nutritious snacks provided by parents and children have water accessible at all times throughout the session to ensure they remain well-hydrated. Staff are generally effective in teaching children to stay safe. For example, through stories they learn about keeping safe in the event of a fire and practise regular fire drills at the pre-school to underpin this knowledge. Visits from a police officer and lollipop person enable children to learn about road safety in their local community. Children begin to understand the importance of good personal hygiene as they wash their hands before eating snack and after using the toilet. Children behave generally well in the setting. They are very familiar with routines, and for example, eagerly help to tidy away toys so that they can enjoy snack time. Staff promote positive behaviour through praise and encouragement.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

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.