

Peter Pan and Tinkerbell Pre-School

Inspection report for early years provision

Unique reference number 403444
Inspection date 09/02/2009
Inspector Ann Marie Cozzi

Setting address Tye Green Community Centre, Tilegate Road, Harlow,
Essex, CM18 6LU

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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 and Tinkerbell Pre-School is run by the Tye Green community association. It opened in 2001 and operates from the main hall and a smaller room in a community centre. There is access to the setting via a ramp. Children have access to physical play and a fully enclosed outdoor play area is currently under construction. The pre-school is situated in the Bush Fair area of Harlow, Essex. It is open each weekday from 09.15 to 11.45 term-time only.

The pre-school is registered on the Early Years Register. A maximum of 50 children may attend the pre-school at any one time. There are currently 52 children aged from two to under five years on roll. The pre-school currently supports a small number of children with learning difficulties and/or disabilities.

There are nine members of staff. Six of the staff including the manager hold appropriate early years qualifications. The setting provides funded early education for three and four-year-olds.

The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

Overall effectiveness of the early years provision

Overall, the provision is satisfactory. Children generally make satisfactory progress in their learning and development. Observations, in the main, recognise the uniqueness of each child although, the organisation of routines and play opportunities is not consistently appropriate for each child's stage of development. Appropriate systems are in place to promote children's welfare, however, partnerships with parents and other providers are not fully used to promote good quality education and care. Continuous improvement is promoted well through the setting's self-evaluation systems.

What steps need to be taken to improve provision further?

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

- promote a regular two-way flow of information with parents and between other providers.

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

- improve sensitive observational assessments in order to plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals (Organisation).

24/02/2009

The leadership and management of the early years provision

All appropriate policies and procedures are in place and maintained, for example, daily registers include children's hours of attendance, so that children can be safely accounted for at all times. Written risk assessments are in place and include all areas which a child may come into contact. This promotes positive outcomes and helps to protect children's welfare. All records are stored securely and confidentiality is respected.

Children are safeguarded because they are cared for by adults who have been checked through robust recruitment procedures. There is a written child protection policy in place and staff demonstrate an up-to-date understanding of safeguarding children issues as set out in current national guidance. There is a comprehensive range of written policies in place which ensures staff are appropriately informed about their day-to-day responsibilities. The good health of children is promoted through the daily routine for example, children independently wash their hands after using the toilet and before snacks.

The provider and management team have worked effectively together reflecting and evaluating how their pre-school works and how they can improve on the provision and services they offer. For example, they have identified current weaknesses in systems with regard to planning, observing and assessing children's learning and partnerships with parents and others. Their proactive approach to developing practice resulted in the group inviting a local authority development worker into the setting to support and advise the manager and her staff.

Some improvements have been achieved since the last inspection. These include up-to-date policies for complaints and child protection, which promotes the safety and welfare of children. However, systems for assessments and planning have been identified as areas for further improvement at this inspection.

Although members of staff hold informal discussions with parents and carers regarding care issues and what their child has been doing at pre-school, these systems do not effectively encourage parents to take an active role in their child's learning and development. In addition, partnerships with other settings are not effective in promoting the sharing of information to fully promote the integration of care and education.

The quality and standards of the early years provision

Children are making satisfactory progress in relation to their starting points. Although the systems in place for recording observations and assessments of children identify their next steps, they fail to identify all six areas of learning. Consequently, activities are not always planned effectively to include experiences which are appropriate to each child's stage of development as they progress towards the early learning goals. Some staff have attended suitable training in relation to caring for children with learning difficulties and/or disabilities and individual education plans are implemented for those children.

There is a clear procedure for the arrival and collection of children which is supported by the setting's secure entry system and monitoring of visitors. Staff teach children to behave in ways that are safe for themselves and others. They develop an understanding of dangers and how to stay safe, for example, when using large play equipment or practising regular emergency evacuation. Staff supervision ensures that children learn to use play equipment safely. Through the daily routine, children are encouraged to take part in physical activities. They learn about adopting healthy habits such as good hygiene practices and making healthy choices about what to eat and drink through the balanced range of snacks.

During the free-flow part of the session staff help children to enjoy their learning and make some progress towards the early learning goals. They are able to work independently, with their peers and staff in small groups. However, the opportunity for children to become active learners is at times limited. This is because their access to exciting and stimulating activities which encourage creative and critical thinking is sometimes limited by the organisation of the daily routine.

Children are on the whole encouraged to develop some habits and behaviour appropriate to good learners. All children enjoy taking part in activities during the free-flow part of the morning. They make friends and respect each other, for example, they make room for their friends and enjoy using their imagination when preparing and eating dinner in the role play area. They say 'thank you' when a peer puts role play food on their plate. On the whole, children are confident to make choices and decisions, for example, when helping themselves to drinks or choosing what they would like to eat at snack time. They are beginning to learn about each others' similarities and differences whilst using resources and books that portray positive images of diversity.

Children are confident and secure as they develop a satisfactory understanding in all six areas of learning during the free-flow part of the session. Children develop their communication and literacy skills as they share news from home with staff and their peers. They join in group games, listen to stories and some are beginning to link sounds to letters during their play. Children develop problem solving and reasoning skills as they find out what happens when they fill a plastic bottle that has holes in it, with water. They enjoy working out how to complete simple puzzles. Children join in with simple songs and staff encourage them to control their arms when they add actions to rhymes and songs which they sing from memory. They are beginning to develop some understanding of the wider world, demonstrated through their interaction with each other during play.

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?	2
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.