

Peter Pan Pre-School

Inspection report for early years provision

Unique reference number 113641
Inspection date 29/09/2009
Inspector Daphne Prescott

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Type of setting Childcare on non-domestic premises

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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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Peter Pan Pre-School opened in the 1980s and registered in 1992. 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. All children share access to a secure outdoor play area.

A maximum of 41 children from two to under eight years may attend the pre-school at any-one time. The nursery is open each weekday from 09:30 to 12:30 term time only. There are currently 47 children aged from two to under five years on roll in the early years age group, children attend different times of the week. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

The pre-school employs 12 staff, of whom nine hold appropriate early years qualifications and one member of staff is working towards a early years qualification. The pre-school is a member of the Pre-School Learning Alliance and has completed and been accredited with the West Sussex Quality Assurance Scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The manager and staff work very well together as a team, successfully promoting children's welfare, learning and development. Children enjoy a stimulating and interesting balance of adult-led and free-choice activities each day, keeping them busy and occupied as they play and learn. Inclusive practice is promoted throughout the setting, ensuring all children are included at their personal developmental level and able to fully participate in all activities offered. Good partnerships have also been established with parents and other professionals to ensure children are further supported. The ongoing self-evaluation of the setting incorporates the views of staff, parents and children, enabling the manager to continue to make improvements to promote good quality care for all the children attending.

What steps need to be taken to improve provision further?

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

- ensure the risk assessment includes everything that a child comes into contact with
- encourage children to experiment with writing their own name.

The effectiveness of leadership and management of the early years provision

The setting places a strong emphasis on children's safety and well-being. The premises are safe and secure and records are kept of all visitors. Effective deployment of staff ensures that children are well supervised, which promotes the safety of the children. Daily safety checks ensure the premises, toys, equipment and activities are suitable and safe for the children attending. Written risk assessments are undertaken which identify most hazards and enable the preventive measures to be put in place to protect children. The setting ensures that safety measures are in place for the side door which children use to access the outdoor area and when the book bus visits the setting. However, these details have not been included in the record of risk assessment to ensure children are not exposed to unnecessary risks. Staff have a good understanding of the safeguarding children policy and know what action to take if they were concerned for a child's well-being. Clear and robust employment procedures ensure all staff are suitable to work with the children.

The dedicated manager and staff work very well as a team, working closely together, promoting good quality care for all the children. Staff continue to develop their childcare skills through attending relevant training opportunities, ensuring they are conversant with the Early Years Foundation Stage requirements, enabling children to learn and develop appropriately. The manager has a clear commitment to the continuous improvement of the setting. She demonstrates a good understanding of the strengths and areas for improvement. The views of staff, parents and children are meaningfully sought and the setting is also receptive to support, guidance and feedback from the local authority. All previous recommendations have been suitably acted upon, improving outcomes for children.

The setting is very committed to working in partnership with parents. There is an effective key worker system so parents are made welcome and are well informed about many aspects of the setting. There are effective channels of communication in place between parents and the setting, in order to identify and support children's individual needs, promote their welfare and help them settle. Parents are invited to talk to staff at any time about any concerns and are able to look at their child's assessment record whenever they wish. Staff get to know each child and their family and in particular offer support and guidance for parents of children who may have additional needs, such as speech and language therapy. The well organised staff offer good support to all the children, enabling them to develop and learn as they move through the early learning goals. For example, key workers work closely with individual children, developing good relationships as they get to know one another well. This enables children to feel safe and secure. Parents find the staff caring and approachable. Parents say their children look forward to attending and enjoy the activities available. Good partnerships are in place with other providers where children also attend, ensuring continuity in children's care, development and learning. Furthermore, they support children's transition into school as primary school teachers visit the pre-school. This means children become familiar with the people they will encounter when they start school, therefore, promoting a smooth transition.

The quality and standards of the early years provision and outcomes for children

Children are happy, settled and they eagerly share their news when they arrive each day. The staff team provide good quality and stimulating activities throughout the setting, supporting each child's personal development and progress. Staff build on information gathered about individual children's abilities when they first attend the setting. Children's progress is then closely monitored and tracked against the early learning goals, to ensure all are making good progress across the six areas of learning. Staff regularly observe children and assess their stages of development and identify appropriate next steps. Children are engaged and eager to learn they are excited with activities provided and benefit from the friendly interaction with staff. The staff encourage children to make their own choices to lead and direct their play and learning and also provide adult-led activities to give focus to their learning.

The learning environment is well organised to ensure all children have opportunities to learn and develop across the six areas of learning. Resources are stored to ensure they are accessible to all and children can free flow between the indoors and outdoors. Children practise their hand-eye coordination skills as they enjoy balancing on beams. Staff are skilful at supporting and extending children's play and learning as they play alongside them and use effective questioning and dialogue. For example, they help a group of children extend their imagination as they pretend that the balancing beams are rockets transporting them into outer space. Staff also know when not to intervene and allow children time and space to work things out for themselves. Children draw and mark make with a variety of writing materials. For example, they thoroughly enjoy mark making with pencils and chinks. Art and craft activities help children to express their own ideas using a good range of resources and media. For example, they enjoy painting activities. However, the more able children are not encouraged to write their own names on labelling their art work. Staff provide them with a good range of sensory materials including sand and play dough, and the children handle them with pleasure. Children have a great time playing imaginatively with role play equipment, playing imaginatively with dolls as they pretend to feed and change their nappies.

Staff extend children's learning opportunities when they play outdoors, ensuring a good range of activities are readily available in this area. For example, children enjoy role play activities and have a great time pedalling their bikes. Listening to stories is also enjoyed indoors and outdoors as staff relate the tale of Red Riding Hood to a group of children. Staff work exceptionally hard to develop children's self-esteem and independence. They encourage and support children to acquire the skills to do things for themselves and to take responsibility for small tasks. As a result, children are confident in the setting and know how to self register when they arrive and wash their hands independently. Children are encouraged to learn about the cultures and religions of others and there are regular celebrations of different festivals. In addition, multicultural resources are sourced to help children learn about diversity and disability. Furthermore, visitors into the setting promote children's understanding of people and their jobs within the community, such as,

the road safety officer.

Children's good health and well-being is promoted well as staff and children adopt good hygiene practices to prevent the spread of infection. Regular cleaning routines ensure the spread of infection is limited. Children take care of their own personal care needs and have ample opportunities for fresh air and physical exercise. Healthy eating and the value of exercise are discussed informally and through a range of topic-based activities. Healthy snacks are prepared on the premises, which include, for example, a tasty selection of fresh fruits. Children experience lovely sociable snack times and all staff are fully aware of any individual dietary needs, ensuring these are always considered when offering food and drink. They learn about keeping safe within the setting. Children take part in regular fire drills which ensures they learn about how to evacuate the building safely. They are also reminded about the importance of not running indoors and children are fully aware of the importance of wearing their safety helmets when riding their bikes or scooters outdoors. Children behave well, working cooperatively with each other during their play. Staff effectively maintain clear behavioural boundaries so that children know what is expected of them. Children are confident and chatty, talking about what they are doing during their play. They are encouraged to have good manners and to be kind to each other.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met