

Peter Pan Pre School

Inspection report for early years provision

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Inspector

Tara Street

Setting address

St Peters C of E School, Town Street, Rawdon, Leeds, West
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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Description of the setting

Peter Pan Pre-School is privately owned and managed. It opened in 1993 and operates from a classroom within Rawdon St Peters Church of England Primary School in Rawdon, Leeds. There are no issues which may hinder access to the premises. Children have access to a secure enclosed outdoor play area. The setting serves children from the local community. A maximum of 28 children aged two to five years may attend the setting at any one time. The group is open five days a week from 8.55am to 11.55am and from 12.30pm to 3.30pm term time only.

There are currently 61 children on roll who are within the Early Years Foundation Stage and of these, 42 are in receipt of funding for nursery education. The setting supports children with special educational needs and/or disabilities. The provision is registered by Ofsted on the Early Years Register.

There are seven members of staff, including the manager, who work directly with the children. Four of the staff hold appropriate early years qualifications and one holds a foundation degree. The setting is a member of the pre-school learning alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. Children receive high quality care in a bright and welcoming environment. They are supported well by enthusiastic and friendly staff who ensure that children's individual needs are met. Staff plan a wide variety of activities to promote children's continued progress in their learning and development. Self-evaluation is used effectively to monitor the provision and identify future targets; management and staff demonstrates a strong commitment to continuous development.

What steps need to be taken to improve provision further?

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

- continue to develop the use of the outside play area to provide regular opportunities for children to investigate living things
- update policies and procedures to ensure they are fully in line with the Statutory Framework for the Early Years Foundation Stage
- ensure the record of regular risk assessment checks includes all the necessary information.

The effectiveness of leadership and management of the early years provision

The management has a clear vision for the provision and demonstrates a strong commitment to further development and promotion of all outcomes for children. Management involve others when reflecting on practice and carry out clear self-evaluation. Previous recommendations have been met and the provision meets its own targets. Staff are well supported in their continuing professional development and attend regular training which has a positive impact on children's welfare, enjoyment and learning. Effective recruitment and induction procedures ensure children are cared for by suitable, qualified adults. For example, appropriate safety checks are carried out and references obtained. Most records, policies and procedures required for the safe and efficient management of the provision are well maintained. However, these have not yet been updated to ensure they fully reflect the Early Years Foundation Stage requirements. Regular risk assessments ensure hazards are reduced and staff follow a clear site security policy to ensure children play safely. However, the record of regular safety checks does not include all of the relevant information. Nevertheless, safeguarding is good because staff are fully aware of their responsibility for child protection and follow appropriate procedures. The environment and resources are arranged effectively to offer stimulating play and learning opportunities that are easily accessible and promote independent choice and child led activities.

Staff work closely with parents to ensure each child's individual needs are met. Parents are very involved in their children's learning as staff exchange regular information about their progress through regular newsletters and daily discussions. Initial information about children's likes, dislikes and interests are requested at the time the children start attending in order to give staff a basis for planning activities that the children will enjoy. Parents are encouraged to support children's learning at home through the 'Lending library' which children enjoy taking home to read with their parents. Effective links are made with other professionals, both within the host school and with other early years providers, as well as with outside agencies. This ensures consistency and continuity is promoted for children.

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

Children are happy and settled within the warm and welcoming environment where they have many opportunities to make good progress in their all round development. Staff engage well with the children and develop positive relationships. They praise children's achievements which motivates them to learn and develop positive self-esteem. An effective key worker system enables children to feel safe. All staff confidently use questioning techniques effectively to extend children's learning and thinking skills. Staff have a good understanding of the Early Years Foundation Stage and therefore children's progress towards the early learning goals are well supported. Planning covers the six areas of learning well. Staff assess children's ongoing achievements regularly. However, assessment records do not clearly show how children are progressing towards the early

learning goals and do not make it clear how planning will build on children's knowledge, skills and interests. Staff are aware of this and are working to develop this aspect of the provision. A good balance of adult led and child initiated activities cover all areas of learning. Children develop their independence to a good level as they attend to their own personal care needs, select resources, choose activities and help staff at tidy up time.

Children are relaxed, confident, behave well, are eager to participate in activities and remain actively engaged. The very good labelling of children's art work around the room promotes children's awareness of letters and numbers. All children take part in a good range of activities which supports their physical development both indoors and outdoors. For example, children show good spatial awareness as they skilfully manoeuvre wheeled toys around the outdoor play area. However, opportunities for children to investigate and explore the features of objects and living things in the outdoor environment are not fully exploited. A well resourced role play area encourages children to use their imagination and to play cooperatively as they act out scenarios. Children have access to natural materials and develop good fine motor skills as they play with sand, water and a variety of media. Older children demonstrate good dexterity as they use pencils, paint brushes and scissors. Children's knowledge and understanding of the world around them is effectively promoted through daily resources and their involvement in a range of activities which look at different celebrations and cultures from around the world.

A clear sick child policy and the good hygiene routines followed by the children are effective in helping to prevent cross infection. Children are learning about the importance of healthy foods. Each day they are provided with nutritious snacks which include fresh fruit and vegetables. Staff are fully aware of children's individual dietary requirements cater well for any specific needs.

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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