

Peter Pan Pre-School

Inspection report for early years provision

Unique reference number	120156
Inspection date	02/03/2010
Inspector	Catherine Greenwood
Setting address	Peter Pan Pre-School, The Pavilion, Thursley Road, Elstead, GU8 6DU
Telephone number	07833 691594
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Peter Pan Pre-School was registered in 1967 and is based in a modern pavilion in the grounds of a recreation ground in the village of Elstead, Surrey. Children have access to a large classroom, cloakroom, and there is an enclosed garden for outdoor play. The premises are accessed by a level pathway.

The pre-school is open term time only, on Mondays and Fridays from 9.00 to 12.00, Tuesday and Wednesday from 9.00 to 1.00 and Thursday from 9.00 to 3.00. The children come from the local community. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend the nursery at any one time. There are currently 40 children aged from two years to under five years on roll, some in part-time places.

There are three full time members of staff, all of whom hold a level three qualification and three part time staff, one who holds level three qualification and two who hold a level two. Staff receive support from the Early Years Advisory mentor from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The overall quality of the provision is good, with some outstanding elements. Excellent staff teamwork and communication are key strengths of the provision. Staff have a united approach towards the ethos of the pre-school, and in their commitment to working in partnership with parents and meeting children's individual needs. Careful consideration is consistently given to on-going improvements, and appropriate action is taken to improve outcomes for children. For example, the provision has successfully secured a local authority grant to enhance the garden area, and bring learning into the outside environment.

What steps need to be taken to improve provision further?

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

- review the effectiveness of systems used for planned observation and assessment and links to practical activities, and ensure the next step for learning is clearly identified in all areas of children's development.

The effectiveness of leadership and management of the early years provision

The two managers work extremely well as part of the staff team, and provide exceptionally positive role models to both staff and children. The provision is consistently striving to make on-going improvements through regular discussion

and evaluation, seeking advice from the local authority, and accessing training opportunities. Although the strengths and weaknesses of the provision are well known, there is too little reflection on the effectiveness of systems used for observation and assessment of children's learning, including the introduction of new initiatives. Children's welfare is fully safeguarded due to the staff's secure knowledge and understanding of child protection procedures. There is effective use of risk assessments.

The ethos of the provision is very successfully established in practice. Opportunities for children to take the lead within their play and make their own decisions are excellent. Staff are extremely observant of their interests and choices, and provide a well organised and attractive environment, with a well staffed free flow system between the inside and outside play areas. Staff introduce ideas and suggestions that compliment and support the choices that children make within their play, which means that children's exploration skills are fully extended. Staff give priority to involving children in all events and activities and capture their interest through their own enthusiasm. They are observant of children who sometimes choose to play on their own, and use resources to secure their involvement. The provision ensures the inclusion policy is implemented, for example, through disabled access, visual images and books which include different backgrounds and culture, and jigsaws showing children with disabilities involved in everyday activities.

Partnership with parents is good. Parents make positive comments about the provision, particularly in relation to the excellent approach of staff, support for parents, the relaxed and welcoming atmosphere, and numerous community events initiated by the provision, that provide opportunities for children and parents to get involved. There are good links with the local school and other provision. Observations and any concerns about children's development are fully discussed with parents and other agencies, and include clear written aims and objectives for development. Recommendations from the last inspection have been met.

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

Children make outstanding progress in relation to their starting points and capabilities. Their learning and development is fully supported through the positive interaction and communication from staff. Children form good friendships, and are highly motivated, enthusiastic, and independent within their play. They often laugh and smile with enjoyment, and frequently engage in imaginative play and games which they devise for themselves. For example, they use the wheelbarrows in the garden to collect sticks, jump off large sponge shapes, build walls from large bricks, and decide to dig for treasure in the garden. Children show good self-help skills as they put on their coats and Wellingtons, and serve themselves raisins and raw carrots at snack time. They are very familiar with the café style approach and the expectation that they wash their hands before sitting at the table. Children are exceptionally well behaved and co-operative and often remember to say please and thank you at appropriate times.

Children are keen to talk with staff and share what they know and remember. For example, they volunteer their observations about 'the lovely sunny day' and say that 'yesterday it was like Spring'. Children are extremely confident in their communication with others, which is evident as they express their feelings and ideas, and share information about what they know, such as where bananas come from. They enjoy making marks using resources such as crayons and felt pens, and are confident in talking about their creations. Children make their own story books and have regular opportunities to listen to and recall elements of stories, for example, from books such as 'The Enormous Pancake'. Children learn about number, for example, as they decide to use giant tape measures on the slide, and are encouraged to notice and make comparisons in height whilst building with large bricks in the garden. They talk about colour whilst using paints, and show enthusiasm for matching puzzles which include number. Planning shows that children use tally charts and clip boards to count trees, houses and people during outings, and talk about shapes within the environment. However, there are infrequent opportunities for them to consistently use mathematical language and count within their play.

Children make numerous discoveries as they confidently access a wealth of interesting play resources. For example, they mix different coloured paint with their hands, look through binoculars, race cars down the slide, build towers with magnetic bricks, and post balls down a helter skelter. They learn about the features of plants and living things, for example, through planting crocus bulbs in the pre-school garden, and during outings to farms. Visits from environmental council officers help children to understand the importance of recycling, and these learning opportunities are linked to activities such as junk modelling. Planning shows that children talk about the weather, transport, traffic and how we travel. They have good opportunities to access the computer, and most are skilled at using the mouse and operating programmes. Children's understanding of diversity is promoted through a good range of resources that reflect positive images, and through cultural celebrations related to Chinese New Year and other festivals. Children learn and talk about their own safety, for example, as they enter into discussions about why they wear seat belts on tractor rides during outings to farms, and are encouraged to remember how to use the indoor climbing apparatus and slide. Good hygiene procedures are in place to ensure children are protected from the risk of cross infection, and several staff hold current first aid certificates.

Children develop excellent hand and eye co-ordination as they successfully use tongs and spoons to help themselves to food at snack time, and use small pins to hammer in shapes. They show excellent balance and co-ordination as they ride scooters and use the slide in ways that are more challenging, such as going down backwards, and climbing up from the bottom. Children ride wheeled toys with confidence and develop large motor skills as they bounce on the small trampoline. They have regular opportunities to run freely in the adjacent recreation ground and take part in annual sports day events. Children develop their senses and creativity, for example, as they use small spades to dig soil in the garden, and make their own designs using a wide range of accessible resources, such as paint, collage materials, glue, and scissors. The consistent availability of these resources significantly enhances children's ability to be independently creative. Their ideas and requests are frequently included within written planning, for example, to make

a traffic light outside and a superman belt and badge. Children dance freely and with enjoyment to music, and explore the sounds of musical instruments, for example, as they show staff how to bang a wooden frog with a stick. They take part in cooking activities, such as making heart shaped biscuits for Valentines day.

Staff have a very secure knowledge of children's individual abilities and progress as well as clear aims for their development. Daily individual one to one focused activities with key children are planned in relation to learning objectives and targets, and they are currently taken into a separate room to complete the activities. However this system does not compliment the good observations that are already made during children's play. Staff make very good use of children's learning journeys to record their individual achievements and progress towards the early learning goals, although the next step for their individual learning is not clearly identified in all areas of learning or used to enhance planning.

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	1
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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	1
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

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 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
--	-----