



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 512659

DfES Number: 515845

INSPECTION DETAILS

Inspection Date 18/10/2004
Inspector Name Jane Elizabeth O'Callaghan

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Peter Pan Playgroup
Setting Address St Peters C of E School
Town Street, Rawdon
Leeds
West Yorkshire
LS19 6PP

REGISTERED PROVIDER DETAILS

Name The partnership of Elaine Mackey & Pam Smithson

ORGANISATION DETAILS

Name Elaine Mackey & Pam Smithson
Address St Peters C of E School
Town Street, Rawdon
Leeds
West Yorkshire
LS19 6PP

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Peter Pan Pre-School, has been registered since 1993. It operates from a classroom at St Peters Cof E School in Rawdon a suburb of Leeds. The setting serves children from the local community.

The setting is registered to care for 28 children and they have 72 children on the register, of which 30 children receive funding. There are currently one child being cared for with special needs and one with English as a second language.

The group opens Monday to Friday from 09:00 until 11:45 and Monday to Friday from 12:45 until 15:15, term time only. Six staff work with the children and over half the staff have early years qualifications. The setting receives support from the Local Authority.

How good is the Day Care?

Peter Pan Pre-School provides good care for children. The premises are safe, clean, well maintained and welcoming with activities well set out for the children's arrival. There are clear routines throughout each session to help the children feel secure. Staff supervise and support the children well to keep them safe and they provide them with healthy and nutritious snacks. They promote the children's awareness of the need to follow good routines of personal hygiene.

There is an excellent selection of suitable toys, equipment and activities, giving the children stimulation through the activities provided. The staff interact with the children enthusiastically and know them very well. The staff ensure that each child's needs are identified and met. The children respond well to the staffs' consistent, positive management of their behaviour and enjoy the praise they receive for their very good behaviour.

Staff have very good relationships with the parents, who are welcomed and kept well-informed of their child's progress and activity within the group. Information is shared in many ways to enable the staff and parents to work together to meet the

children's needs. Documentation meets all requirements, although the accident records lack detail.

What has improved since the last inspection?

At the last inspection, the staff agreed to obtain written parental permission for emergency treatment, which had not previously been required of them. They also agreed to provide a complaints procedure which includes the name, address and telephone number of OFSTED, which is now provided and parents are aware of. They were also asked to maintain and comply with health and safety regulations, by making the roof of the room safe, which has been done and is under going more renovation at present.

What is being done well?

- The children enjoy an excellent range of stimulating activities, which are well planned to cover all areas of play and learning and to ensure that the needs of all children are met. Staff interaction with the children is very good. They are particularly interested in what the children have to say and encourage them to explore, work things out for themselves and make decisions.
- There is an excellent range of age appropriate, safe and well maintained toys, play equipment and activity resources, to provide enjoyment and excellent stimulation for the children and to promote their awareness of the wider world. The children have very good access to the range of activities available at each session and can access additional resources of their choice, encouraging the children independence.
- The children are recognised, valued as individuals and are treated with equal concern. They are encouraged to share, to take turns and to respect each other. The staff know the children very well and ensure that the needs of every child are met. Staff have recently attended special needs training and know where to obtain resources or funding if needed to help a child with special needs and they work very closely with both parents and other agencies, for example, health visitors.
- The staff manage the children's behaviour appropriately, consistently and positively. All staff are familiar with the group's policy, which is available for parent information at each session. The children are very well behaved and enjoy the praise freely given by the staff, for example, well done, thank you.
- Staff have very good relationship's with the parents and they share information regularly to identify and meet the children's needs. Parents are given information about the provision in a variety of ways, for example, feedback, parent pack, newsletters, ensuring that parents are fully informed about their child's daily progress and encourage them to look at their child's development records.

What needs to be improved?

- the information on accident records.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
7	Ensure accident records include sufficient detail.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Peter Pan Pre-School provides good quality nursery education overall which enables children to make very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff encourage and teach children with special needs to interact with all children and activities, and also give excellent one to one support with the special needs worker when needed. Staff have developed very good relationships with children, they manage children well and have high expectations for behaviour, e.g. encouraging them to say thank you, sorry, please. They interact very well with all children developing and extending their language skills, e.g. discussing Diwali, about Raguli and hand prints. Staff have a good knowledge of the Curriculum Guidance for the Foundation Stage and implement the curriculum effectively so that all children make very good progress, however profiles do not show what stage the children have to go to next.

Leadership and management is very good. Staff have a clear understanding of the roles and responsibilities. They are very well motivated and committed to providing very good quality care for children, e.g. detailed profiles, good parental involvement, planning together. The setting is fully aware of its own strengths and weaknesses, e.g. staff commitment and improving of profiles.

Partnership with parents is very good. Staff show respect, understanding and support the role of the parent, in their child's learning. They use a variety of ways to keep parents fully informed, e.g. newsletters, daily feedback, informative notice board, end of year reports. Information is available to parents relating to planning, profiles and the foundation stage curriculum. Parents are encouraged to be involved in their child's learning through contributing to weekly topics, reading profiles and coming in to talk to children, e.g. a lady came in to talk about her Sikh dress and their food.

What is being done well?

- The children are very well behaved, they share and take turns, they play harmoniously and build good friendships, both with peers and other adults.
- Children use language to imagine, re-create roles and experiences, they confidently write their own names and recognise other names.
- The children are able to demonstrate that they understand how to add and then complete early subtraction activities through rhymes and computer programmes.
- Children are beginning to know about their own cultures and beliefs and those of other people.

- Children handle tools well, with confidence and good control, younger children are developing increasing skills to handle tools and are able to seek support.

What needs to be improved?

- children's profiles, to show the next stage for children to progress.

What has improved since the last inspection?

Very good progress has been made in tackling the issue identified in the previous inspection report. This required the Pre-School to encourage the children to use quieter speaking voices at story time and in small groups. Children were seen to listen at story time, were very quiet and responded to questions in a positive and well behaved manner. In small groups children listened and waited for staff to finish the question and then answer in a quiet and well mannered way. Children are now able to use quieter speaking voices at story time and in small groups.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are very well behaved, they share and take turns, e.g. a 3-year-old said "I'll have a turn, then you, so we share. They play harmoniously and build good friendships, both with peers and other adults. Children are independent and co-operative throughout the session, e.g. when asked to tidy up and going to the toilet on their own and show care and concern for other peers and adults.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use language to imagine, re-create roles and experiences, e.g. "lets go on a trip to the seaside, in the sea we're paddling, it's cold". They are confidently writing their own names and recognise their own names and some other names. The children interact and negotiate with others well, they are able to listen, respond enthusiastically to stories, songs and rhymes, e.g. "5 little men in a flying saucer".

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children can use language to describe and compose size, shape and recreate patterns. All children count confidently up to 10 and some can count up to 19, with help. They are developing very good counting skills and enjoy participating in counting songs and rhymes. Children are able to demonstrate that they understand how to add and then complete early subtraction activities through rhymes and computer programmes, e.g. "Five fat sausages frying in a pan".

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children are very confident in using everyday technology, selecting tools and construct using a range of materials, e.g. computer, coloured rice for Diwali, cassette player. They are beginning to know about their own cultures and beliefs and those of other people, e.g. a parent visited to show how to wear a Sikh dress, children taste different Indian sweets. Children learn effectively about their environment and the natural world, e.g. picked berries, then made pies.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children effectively show awareness of space, themselves and others, they are beginning to recognise the importance of keeping healthy, e.g. children being told that pears are good for them and photo evidence of the theme of "All about me". They are able to use a very good range of small and bigger apparatus with confidence, control and co-ordination, e.g. bikes, tyres, parachute, climbing frame. Children handle tools well, with confidence and good control.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children use their imagination very well, e.g. trips to the seaside, having a party, a 3-year-old talking about the lighthouse up the hill. Children can name and match colours with confidence, e.g. a 3-year-old knew that "orange and yellow made this dark colour like a brown". All children have very good use of role play, continuing the activities outside of the area, e.g. being builders, measuring up and going by train to pick up supplies.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following;
- develop children's profiles to show the next stage for children to progress.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.