



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN EY245703

DfES Number: 523964

INSPECTION DETAILS

Inspection Date 05/05/2004
Inspector Name Jane Shaw

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Peter Pan Pre-School
Setting Address Queen Street Institute
 Queen Street
 Middlewich
 Cheshire
 CW10 9AR

REGISTERED PROVIDER DETAILS

Name Mrs Kay Lesley Howden

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 has been operating as a pre-school provision under the present owner since 2001. The pre-school offers sessional day care for children aged from two to five years, and is privately owned by Mrs Kay Howden, who is registered to offer sessional care for a maximum of 26 children.

The pre-school operate Monday, Tuesday, Wednesday and Friday from 09:15 to 11:45, and Thursday 12:15 to 14:45, term time only, however, occasionally days are offered during summer holidays upon request.

The pre-school operates from within the Queen Street Institute in Middlewich, which is located in the centre of the town. Children attending are mainly from the immediate local area. The setting have access to one large main room for the majority of activities and a smaller side room for story-time. There is access to toilet and hand washing facilities, and appropriate arrangements can be made for nappy changing if this is necessary. The provision also has access to the centre's main kitchen for the preparation of snacks and drinks. The pre-school have access to a small garden area at the rear of the hall, and make use of the local park for outdoor play.

Five members of staff work with the children, two of whom are appropriately qualified in childcare and education. Two members of staff are currently on appropriate training, with a further staff member due to commence training in September 2004.

There are currently 31 children on the group's register, of whom three are funded four-year-olds, and 20 funded three-year-olds. There are currently no children attending the setting for whom English is an additional language. Children who have been identified as having special educational needs are supported within the group. All staff members work directly with the funded children.

As the pre-school is in receipt of funding for nursery education, they have access to a Foundation Stage teacher and other advisory staff from Sure Start Cheshire.

How good is the Day Care?

Peter Pan Pre-school are providing good quality care for children.

The group use the available space within the premises well to provide a range of activities and opportunities. Staff are organised and have specific roles within the team and during sessions. Space for the displaying of children's work is limited but staff make good use of what is available to ensure the effect is positive. All relevant documentation in terms of records and policies are in place, however, some minor amendments are required.

Children are being cared for in a safe, secure and healthy environment. Staff undertake regular risk assessments within the building, and are vigilant about safety issues, as they prepare the room prior to the children's arrival each session. Children are encouraged to have good hygiene practices and are given the opportunity to be independent in these tasks where appropriate. Children are offered healthy and varied snacks mid-morning, and are encouraged to try new things.

Staff plan a range of activities and opportunities using the Foundation Stage as their focus. Activities and opportunities are supported by a range of good resources, in particular resources that promote equality of opportunity, and involve the children in interesting activities across a range of different play experiences. The structure of some parts of the session requires attention to ensure children are occupied productively. All children are encouraged to join in all activities, and where appropriate, support is given to children with particular needs to enable them to participate fully.

A good partnership with parents and carers in place. Parents and carers speak positively about what the group has to offer their children. They are happy with the activities their children are involved in and how they are developing. Parents and carers receive verbal feedback on their child's development and general well-being as they collect their children at the end of each session.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Good staff ratios are maintained at each session. The person in charge generally acts in a supernumerary capacity and therefore is able to have an overview of the group and it's operation and to provide relief cover.
- A good range of toys and equipment is available to support planned activities. Equipment includes a range of good resources to promote equal opportunity issues. Staff ensure that all children have equal access to all opportunities and activities. Appropriate support and encouragement is given to all children to enable them to participate fully.
- The group have a good system for the recording of existing injuries and

accidents and for the reporting of any incidents to parents and carers.

- The group operate within premises used by other users, staff are vigilant at all times about the children's safety, in particular the storage of tables and chairs and the safe positioning of equipment when the heating system is on. Staff ensure the room is safe prior to the arrival of the children.

What needs to be improved?

- the formulating of a policy to show the procedure to be followed in the event of an uncollected child, and the amending of the group's equal opportunities, behaviour management and child protection policies
- the checking of the record showing children's arrival and departure times to ensure that this is accurate at all times
- the organisation of space and some activities during the session to ensure children's attention is maintained
- the safety of the building by ensuring that the gas and electrical installation checks are carried out as legally required.

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
2	devise a policy to show the procedure to be followed in the event of an uncollected child and ensure the arrival and departure sheet for children is accurate at all times.
6	ensure that gas and electrical installation checks within the hall are carried out as legally required.
9	devise an equal opportunities policy that is consistent with current legislation and guidance. Ensure that this is understood and implemented by all staff and shared with parents.

11	amend the behaviour management policy to include reference to 'bullying' and to show the name of the nominated person responsible for behaviour management issues.
13	amend the child protection policy to show; the name of the designated member of staff responsible for child protection issues, the procedure to be followed in the event of an allegation being made against a member of staff or volunteer, and contact details for the local police and child protection services.

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

How effective is the nursery education?

The funded nursery education at Peter Pan Pre-school is acceptable and of good quality. Children are making very good progress towards the early learning goals in knowledge and understanding of the world and physical development, and generally good progress in personal, social and emotional development, communication, language and literacy, mathematical and creative development.

The quality of teaching is generally good; staff have a good understanding of the early learning goals, the purpose of activities, and what children are expected to learn. Detailed plans show what the children are expected to learn from activities, and covers all areas. However, more opportunities need to be included within communication, language and literacy, mathematical and creative development and the use of worksheets needs to be monitored to ensure they are pitched at an appropriate level. Activities are supported by a good range of toys and equipment. The organisation of sessions needs to be monitored to ensure that children are purposefully engaged in activities. Planning is monitored and evaluated by staff, and looks at moving children on. Observations of children's developments and achievements are continuous and will be used to complete assessment records, these are not yet shared with parents and carers. Staff support children with special educational needs well, enabling full participation.

The leadership and management of the setting is generally good. Staff have clearly defined roles within the setting. The person in charge is clear about where she sees the future of the group and all staff confirm their commitment to it's development. Planning is detailed and regularly monitored and evaluated by the person in charge and staff.

The pre-school's partnership with parents and carers is generally good, they receive newsletters showing themes and activities. Information on the educational provision and what the children are expected to learn is not yet available.

What is being done well?

- Detailed planning shows activities the children will be involved in, what the children are expected to learn from the activities and experiences offer. Planned activities are supported by a good range of resources and equipment, which are well set out prior to the children's arrival at each session. Planning is evaluated regularly to ensure that activities are meeting the needs of children. Observations of children's successes and achievements are on-going, and are used to plan future activities.
- There are good opportunities made available for the children to be involved in themes which develop their knowledge and understanding of their own culture and environment and that of the wider world. They are also able to consider differences and to develop respect for others. These themes and

activities are supported by a good range of resources.

- Children are praised for their attempts and achievements and as a result their self confidence and self esteem is developing. Children are independent in both personal tasks and various other skills.
- Staff work well with children with special educational needs. Good support and encouragement is given to ensure that all children are able to participate in all activities.

What needs to be improved?

- the provision of opportunities to extend children's knowledge and understanding of numbers, number operations and simple addition and subtraction
- the provision of opportunities for the children to link sounds and letters and recognise names
- the opportunity for the children to listen to music on a more regular basis
- the use of 'worksheets' to be monitored to ensure that these are appropriate for use and are matched to the children's abilities
- the organisation of story time, snack time and the session in general to ensure that the children are purposefully engaged
- the development of information for parents and carers on the educational provision and to provide feedback for parents and carers on their child's development and achievements.

What has improved since the last inspection?

Generally good progress has been made in response to the two key issues raised at the last inspection.

The setting were asked to make information available to parents and carers with regard to what the children are expected to learn in the six areas of learning during their time in the pre-school group.

The notice board could be further developed to include details of the daily organisation of the group. This issue is carried over from the previous inspection.

Parents and carers receive regular newsletters on forthcoming activities and themes of work that their children will be involved with, but information on the educational provision needs to be developed and made available for parents.

The second key issue asked the group to devise simple plans that show what the children are expected to learn from the activities in each of the areas of learning. The plan should also indicate how the children are to be grouped and which member of staff is responsible for the activity. Assessment should be built into the plans to ensure the staff are informed of the progress and attainment of each child. This

information is important for future planning. This issue is carried over in part from the previous inspection.

The person in charge produces very detailed planning across all six areas of learning. They show the activities the children will be involved with and what the children are expected to learn from each activity. All staff are involved in the planning of themes and activities and the evaluation of planning, which is undertaken during regular staff meetings. Assessment of children's development and achievements is on-going and is used in conjunction with the planning evaluations to plan future activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are becoming confident and independent as they undertake personal hygiene tasks, put on and take off outdoor and dressing up clothes, and self select toys and equipment. They are also confident and able to speak in front of others in both large and small groups. Children are beginning to develop good relationships with others and show care and concern for one another. The organisation of some elements of the session need to be monitored to ensure children are always actively engaged.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are offered good opportunities to develop language and communication skills in imaginary play and at circle time as they speak in front of others. They have good pencil skills, having access to a writing area and equipment within role play areas, children make marks, others write their name and take orders in the Japanese restaurant. More opportunities for children to link sounds and letters and recognise names should be made for the more able children.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are competently able to match and sort as they assist staff to tidy toys during the session. They know shapes well as they make train pictures from different shapes. Some children are able to independently cut their own shapes, others choose shaped paper. Some children are able to visually count unaided from one to ten and beyond, as they identify the date, however, opportunities to practice counting and simple addition and subtraction such as "how many more" are not built upon.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children have access to a very good range of equal opportunity resources and are involved in themes that help them to consider their own environment and that of the wider world, celebrating various festivals throughout the year. They able to competently build three-dimensional models from a range of construction equipment, describing what their models 'do'. They discuss the weather, days of the week, months of the year, and are involved in gardening activities at certain times of the year.

PHYSICAL DEVELOPMENT

Judgement: Very Good

The programme of activities allows the children to experience and use a range of both large and small equipment, which they do with skill and competence. Children are able to safely move around the room showing an awareness of space and others. Regular opportunities are made available for the children to use large physical play equipment as they complete obstacle courses. Children have opportunities to look at keeping themselves healthy, through exercise and healthy eating.

CREATIVE DEVELOPMENT

Judgement: Generally Good

There are good opportunities for imaginary play which involve the children in using their developing language for thinking skills. Children use different textures and techniques in their play and craft, and have opportunities to smell, taste and use different foods in their work. They use play food in the Japanese restaurant, and then have the opportunity to smell and taste real 'sushi' food. More opportunities need to be made available for the children to listen to music and to sing.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- monitor the organisation of story time, snack time and the session in general to ensure that the children are purposefully engaged
- extend opportunities for children to practice counting, number recognition and simple addition and subtraction
- extend opportunities for the children to link sounds and letters and recognise names
- plan more regular opportunities for the children to listen to music and to sing songs and rhymes
- monitor the use of 'worksheets' to ensure that these are appropriate for use and matched to the children's abilities
- provide information for parents and carers on the educational provision and provide feedback for parents and carers on their child's development and achievements.

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.