



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 120156

DfES Number: 516984

INSPECTION DETAILS

Inspection Date	30/03/2004
Inspector Name	Linda Close

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Peter Pan Pre-School
Setting Address	The Pavilion Thursley Road Elstead Surrey GU8 6DS

REGISTERED PROVIDER DETAILS

Name	The Committee of Peter Pan Pre-School
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ORGANISATION DETAILS

Name	Peter Pan Pre-School
Address	The Pavilion Thursley Road, Elstead Godalming Surrey GU8 6DL

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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 was established in 1967. It offers sessional day care places for eighteen children aged two to five years. The group is run by a voluntary committee

The pre-school is open on Mondays and Fridays from 09.00 to 12.00 and Tuesday, Wednesday and Thursday 09.00 to 13.00 including lunch, during term times only. There are twenty-eight children on roll at present. The children come from the local community. There are currently no children attending who speak English as an additional language or with special needs. Eleven three-year-olds and three four-year-olds are in receipt of funding for nursery education.

The pre-school is based in the single storey cricket pavilion in the grounds of Elstead recreation ground in the village of Elstead. The pre school has the use of an enclosed garden for outdoor play.

Six staff work at the pre-school on a full and part time basis. All staff hold or are working towards the National Vocational Qualification level 3 (NVQ) and the Diploma in Pre-school Practice (DPP). Staff receive support from the Early Years Advisory teacher from Surrey Early Years Development and Childcare Partnership (EYDCP).

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

How effective is the nursery education?

The educational provision at Peter Pan Pre-school is acceptable and of high quality. Children are making very good progress in all six areas of learning.

Teaching standards are very good. Staff have gained a good knowledge of the early learning goals through attendance at training courses and workshops. Their good teaching skills are evident in their teaching of both three and four year olds and in the good progress made by the children. They divide the children into groups for some age appropriate activities to ensure that older children are suitably challenged and the younger children are not overstretched. Staff use Surrey Profiles to track and record children's progress. They underpin their records with observation notes and they compile a portfolio of work for each child. Behaviour management is very effective.

Leadership and management is very good. The supervisor works side by side with her staff and effective team work is evident in the smooth, well organised running of the group. Staff know what is expected of them each day. Staff meet weekly to evaluate their work and to plan future activities. This gives them responsibility and ownership of their work with the children. Staff are actively encouraged to train for professional development and to meet the needs of the group. Committee members, staff and the supervisor work well together to find ways for the setting to develop.

Staff have established an effective partnership with parents and carers. A useful welcome pack is given to parents and they are invited to observe whole sessions to ensure that what the setting offers is what they want for their children. Plans are on display and staff are always available each day to explain the plans to parents. Information about children's progress is made available to parents through informal discussion. Children's profile documents and staff observations are also shared on request.

What is being done well?

- The development of children's independence is well supported. They happily make their own choices from a good selection of activities and they can access resources independently from low level trays.
- Children are expressive and gaining fluency in their speech. They use a widening range of vocabulary.
- Children are gaining confidence and accuracy in counting and number recognition because staff take every opportunity to extend their learning in practical activities and daily routines.
- Children enjoy a good range of topic work. Topics extend their knowledge and understanding of the world around them.

- Children have daily opportunities to enjoy vigorous play in the fresh air. Good use is made of the outdoor space which is defined using a temporary fence erected by staff each day.
- Children's creative work is valued and attractively displayed. The displays make the setting interesting and colourful and children gain self-esteem by seeing their work around the room.

What needs to be improved?

- Points for consideration:
- the record of which children use the computer each day
- group sizes for some listening activities.

What has improved since the last inspection?

Two key issues for improvement were identified at the last inspection. Staff have made very good progress in addressing them. Staff agreed to provide more play opportunities for children to use musical instruments to explore sound and to express their ideas and feelings. Staff ensure that children have free access to a good selection of musical instruments. Children select instruments and make music outside and they also play to accompany movement activities.

Staff agreed to develop their knowledge of the Code of Practice for Special Educational Needs to ensure that the provision in the group reflects these requirements. A special needs coordinator (Senco) has been appointed and she is responsible for observing and recording any areas of concern to share initially with parents. She is aware of the appropriate steps to take and of the outside agencies that can be contacted for support and advice. At present none of the children have identified special education needs but there are mechanisms in place to ensure appropriate support will be made available to them if concerns are raised.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are eager to join the pre-school group each day. Younger children are given sensitive support when leaving their parents or carers. The children enjoy good relationships with staff and are forming friendships with other children. They consider the needs and feelings of others and are lively, polite and well behaved. They are gaining independence in making choices and decisions and they manage personal hygiene with the minimum of assistance.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children express their thoughts, needs and feelings with growing fluency using a widening vocabulary. They are gaining confidence in recognising the letters of the alphabet and the sounds that letters make. They enjoy making marks and take part in valuable pre-writing activities. They become fully involved in well told stories. Listening skills are usually good. Children see many examples of print around them and they handle books well. Older children recognise and write their own names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count with growing accuracy. They recognise numbers and understand the value of numbers up to and beyond twelve. Children gain familiarity with numbers through daily routines and play as well as planned tasks. Children use real objects such as hard boiled eggs to solve simple problems and to learn about early addition and subtraction. They understand suitable terms to describe shape, size, position and quantity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about living things through well planned topic work. Their understanding of the wider world is extended through interesting outings to places such as Birdworld. Children handle and explore natural and made objects on their interest table. They play freely with battery operated toys and a computer although this is not recorded. They use of a range of construction toys well to develop their designing and making skills. They learn about the changes that take place over time.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are confident in their movements inside and when playing outside. Their control over their limbs is increasing and they are careful not to collide with other children and obstacles. They are developing their throwing and catching skills using small equipment such as balls and hoops. They learn about good health and hygiene. Their manipulative skills are developing well through threading and making puzzles. They learn to climb and balance using larger equipment.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children explore the properties of a good range of materials and media such as paint, glue, glitter, foil and fabric. They make attractive pictures and models. They investigate volume, rhythm and regular beat by playing freely with percussion instruments. Displayed work and observed activities show that children use their own imagination in their play and creative work. Activities are planned to ensure that the range of materials used will appeal to all of the children's senses over time.	
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:

- No key issues for improvement have been identified in this inspection. When making their action plan for development staff should consider the following points:
- keep a record of which children make use of the computer each day
- reduce group sizes for some listening activities.

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.