



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 113641

DfES Number: 515464

INSPECTION DETAILS

Inspection Date	01/03/2004
Inspector Name	Lisa, Marie Ellis

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Peter Pan Pre-School
Setting Address	1 St. Floras Road Littlehampton West Sussex BN17 6BD

REGISTERED PROVIDER DETAILS

Name	The Committee of Peter Pan Pre-School 1029876
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ORGANISATION DETAILS

Name	Peter Pan Pre-School
Address	1 St. Floras Road Littlehampton West Sussex BN17 6BD

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 has been a registered provision since the 1980's. It is based in the rooms of a church in Littlehampton, West Sussex. The pre-school is a registered charity and is run by a committee. It serves children from the local and surrounding areas.

There are currently 58 children on roll, of these, there are 19 children aged 4 years of whom, 18 receive government funding. There are 20 children aged 3 years who are in receipt of funding.

The pre-school supports children with special needs and has systems in place to support those that have English as an additional language.

The pre-school offers sessional care during term time from Monday to Friday. Sessions run from 09:30-12:15. There are 12 members of staff employed to work with the children. Eight of these hold childcare qualifications and a further 2 are working towards them.

The pre-school is a member of the Pre-School Learning Alliance and is working towards accreditation through West Sussex Quality Kitemark Scheme.

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

How effective is the nursery education?

Peter Pan Pre-School provides education of a high quality where children are making very good progress towards the early learning goals. A wide range of interesting activities enables them to make very good progress in all areas of learning.

The quality of teaching is very good. All staff are involved in the planning of activities which are used to cover all areas of learning. Staff allow the planning to have a degree of flexibility to allow children to have an input into the activities. Staff are able to differentiate between children who require more challenge and those that require additional support. Several children attend the group who have special needs. Staff work well to ensure they are able to be involved in all activities. Staff act as good role models and discuss unwanted behaviour with children as it arises to minimise the disruption to others. As a result, behaviour in the group is very good. Children in the small hall sometimes have to wait quite a long time between registration and activities.

The leadership and management is very good. The committee are supportive and fully involved in the group. The pre-school is over half way through an accreditation scheme. They have already implemented a lot of changes to improve the educational provision. All staff have written job descriptions and regular appraisals to ensure they are clear of their roles and responsibilities.

The partnership with parents and carers is very good. Parents are provided with detailed information about the setting via an informative prospectus, regular newsletters and the notice board. Staff provide parents with examples of activities to do at home to compliment what children are learning in pre-school. An annual open evening is held to show parents the type of activities their children do and to provide them with an opportunity to talk to their child's key worker. An appointment can be made at any time to discuss children's progress.

What is being done well?

- Children are making very good progress in all areas of learning due to the detailed but flexible plans and good use of resources. Staff use a rotation system for equipment to ensure it is well used to provide children with a variety of learning experiences.
- Staff allow the children to initiate a lot of the play. This results in the children being very confident and enjoying what they do.
- The provision for children with special needs is very good. The Special Educational Needs Coordinator (SENCO) works well with the staff team, parents and external agencies to ensure all children can be involved in activities and can reach their full potential.

What needs to be improved?

- the use of time in the small room after registration to maintain children's interest while staff are preparing for the next activities.

What has improved since the last inspection?

At the last inspection two key issues were raised. The first was to enhance the programme for language and literacy by improving the quality of the letter formation from staff when describing children's work and draw children's attention to such writings and to each the shapes of the letters in a consistent way. The second key issue was to improve the quality of information given to parents by providing more detail on the content of the curriculum.

The pre-school have contacted the main feeder school for advice on their key issue relating to letter formation. To ensure consistency with the school, they now use cursive writing for all letter formation written in front of the children. When copying print or attempting to write for themselves, children are encouraged to use cursive writing. Labels on wall displays are written in print to enable children to learn to recognise signs.

The written prospectus given to parents now details the different aspects of each area of learning and provides examples of activities that children participate in to help them progress through the stepping stones. This enables parents to have a greater understanding of the content of the curriculum.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident to enter pre-school and quickly get involved in the daily routine of self registration and small group time. They demonstrate their independence by selecting their own resources and helping themselves to a snack. Many children are able to concentrate for extended periods of time with activities of their choice. Children have formed good relationships with their peers. They often seek each other out for play and show kindness and consideration for others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are very confident to speak in a group and in front of visitors. They enjoy looking at books and are able to make up their own stories following the pictures. Children regularly use pens and paper to practice their writing in a variety of situations. Many of the older children are able to write their own names and some can write those of others. Children are very good listeners, they are able to take their turns in conversation and the older ones are able to listen for extended periods.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children confidently use mathematical and positional language in everyday play. They are able to recognise numerals from around the room and some can correctly write them. Many children are able to count out objects in sequence using 1:1 correspondence, with many of them being able to count beyond ten. Children are beginning to grasp the concept of basic calculation. They know the differences between heavy and light and are able to describe different shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are involved in design and making activities. They initiate construction tasks by selecting their own resources and working out the best ways to join them together. Children are developing their IT skills through use of computers. They are involved in well planned topic work that is developing their understanding of the past and present and of features in their local environment. Children regularly participate in activities that enable them to learn about different cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children demonstrate good spatial awareness. They are able to move round safely, showing an awareness of the available space and each other. Children are able to move their bodies in a variety of ways by dancing and marching around the room and by practising gross motor skills such as climbing and balancing. Their fine motor skills and hand-eye co-ordination are developing well through regular use of puzzles, small construction equipment, scissors, pens and glue sticks.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children demonstrate their creativity very well. They are able to initiate craft activities to make and construct images and models from their imaginations. Children show a good sense of rhythm when using taped music and when making their own music using instruments. They confidently dance and move around to their own songs and use their bodies well to express their feelings. Children display good imaginations in role-play situations, using their own experiences to act out scenarios.	
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 the following:
- review and improve the routine in the small hall after group time to maintain children's interest in between 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.