



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 221860

DfES Number: 522022

INSPECTION DETAILS

Inspection Date	20/01/2004
Inspector Name	Denise May Smith

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Peter Pan Pre-School
Setting Address	King Edward Centre Railway Lane Chatteris Cambridgeshire PE16 6NG

REGISTERED PROVIDER DETAILS

Name	The Committee of Peter Pan Pre-School 1056190
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ORGANISATION DETAILS

Name	Peter Pan Pre-School
Address	King Edward Centre Railway Lane Chatteris Cambridgeshire PE16 6NG

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 was registered in 1992. It operates from one large hall and an additional lobby area within the community centre. The centre is shared with many other local groups and support services. The children who attend are mainly from the local area.

There are currently 19 children from 2 to 5 years on roll. This includes 7 funded 3 year olds and 7 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and would provide support for children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 until 12:00.

Two full-time and two part time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Child Care partnership (EYDCP).

How good is the Day Care?

Peter Pan Pre-school provides satisfactory care for children.

Staff make every effort to ensure children and parents are made to feel welcomed into the large hall where the pre-school is held. The space is well organised and a good range of resources are available; some that children can select for themselves. Appropriate care is taken to ensure children are kept safe through daily routines including health and hygiene practices. Parents are encouraged to provide fruit to share at snack time which encourages healthy eating attitudes. Most required policies and procedures are in place. However, some need collating or further development.

The leader is newly appointed to this role and the staff team are adjusting well to their new roles and responsibilities. The staff are caring and respond to children's needs in a sensitive manner. They know the children well and are interested in what they say and do. They act as good role models to the children, encouraging and valuing good behaviour. A balance of activities for all ages, both indoors and outside are provided. Regular visitors to the group further enhance the experiences offered. Appropriate support is given to children with special needs and who speak English as an additional language, which enables them to participate in all activities.

Parents and carers are involved at every level of the pre-school, supporting the staff and their children well. Good relationships ensure that parents feel welcome and valued as partners in the care of the children. Appropriate recording and daily sharing of information ensures children are cared for according to their individual needs

What has improved since the last inspection?

At the last inspection the committee of Peter Pan Pre-school agreed to, ensure that there is a system for registering children and staff attendance, including times, on a daily basis, that an operational plan is developed which is available to parents, that individual staff records are maintained in line with the National Standards and that there are clearly defined procedures for the emergency evacuation of the building. They further agreed to, ensure that risk assessments include all areas used by the group including the outdoor area, that written parental permission is obtained prior to administer prescribed and non-prescribed medication, that written records are kept of all medicines administered to children and parents sign to acknowledge the entry and that the children's records contain information which enables appropriate care to be given. They also agreed to ensure that the behaviour management, child protection policy and complaints procedure are written in accordance with the National Standards.

All of these issues have been addressed with the exception of the operation plan which remains a recommendation from this inspection. The many improvements to policies and procedures have enhanced the safety and welfare of the children.

What is being done well?

- The staff's caring and supportive approach to the children ensures that they settle well into the group, are interested in the activities provided and develop confidence in themselves.
- The very good partnership with parents and carers ensures that children are cared for according to parents wishes.

What needs to be improved?

- the operational plan, so that it is clear and available to parents
- the policy for outings and procedures to be followed in the event of a child

being lost during pre-school hours and the recording of named people permitted to collect the children

- the methods of ensuring all adults responsible for providing food and drink to children are aware of any allergies or special dietary needs the children may have.

Outcome of the inspection

Satisfactory

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	ensure that the operational plan is clear and available to parents.
8	ensure that appropriate methods are in place which will ensure all adults responsible for providing food and drink to children are aware of any allergies or special dietary needs the children may have.
14	ensure that the policy for outings and procedures to be followed in the event of a child being lost during pre-school hours are developed and that a record of named people permitted to collect the children is maintained.

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

How effective is the nursery education?

The provision for nursery education at Peter Pan Pre-school is good. It enables children to make very good progress in their personal, social and emotional development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff have very good relationships with the children and their parents. They provide a range of interesting and stimulating activities for children, showing a good understanding of most early learning goals. Key activities are evaluated and used to help influence future planning. However, the plans do not clearly identify the different areas of learning covered. Assessments of children's knowledge are undertaken, but these are not linked to the stepping-stones, which are used to inform the planning. Staff ensure they question children and allow them to observe, predict and think for themselves. However, sometimes there are missed teaching opportunities in communication, language and literacy, maths and physical development. Effective strategies are used to encourage positive behaviour.

The leadership and management of the pre-school is generally good. The leader is very new to the post and other staff have assumed new roles and responsibilities. Staff are becoming clear about these new roles and they work well together as a team. Staff are able to put forward their thoughts and ideas which influence planning and the direction of the group. The staff are committed to training and the updating of their skills and knowledge.

The partnership with parents and carers is very good. Parents are kept regularly updated of their child's progress via a daily diary and both formal and informal discussions with the child's key worker. Written progress reports are provided when children transfer to school. Parents are kept well informed of the pre-school's routines through clear policies and procedures and are involved in many aspects of their children's education.

What is being done well?

- The positive relationships with parents and carers enables them to be involved in their children's learning and support their children's education.
- The children are happy and settled in the setting, they are confident and show a willingness to try new activities. They relate well to each other and to staff which enables them to develop across the curriculum areas.
- The ongoing training programme and staff's enthusiasm to attend training and update their knowledge ensures that the group is moving forward as new ideas are tried and tested.

What needs to be improved?

- the opportunities for children to write for a purpose, for example, labelling their own work and to support imagined ideas, for example, in all role play situations
- the clarity of planning so that it clearly identifies the different areas of learning covered.
- the assessment of children so that it is based on what children know and linked to the stepping stones to ensure the range of coverage of the early learning goals and children's progress towards them.

What has improved since the last inspection?

Generally good progress has been made at addressing the five key issues identified at the last inspection. The programme for mathematics has improved and is now planned to ensure all aspects of mathematics are covered. However, staff miss opportunities to encourage problem solving and calculation. Plans now indicate how staff and children will be grouped at some activities and differentiation is recorded. The quality of teaching has been improved through ongoing child care training courses although not specifically in mathematics.

Training has been undertaken in the identification and support of children who have special educational needs and appropriate procedures are in place. The partnership with parents carers is now a strength of the group.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's behaviour is good. Clear boundaries are set and consistently applied by staff. Children are developing good concentration skills and are motivated to learn. They are confident, happy and settle well in the group. They relate well to each other and adults, working co-operatively in completing tasks. Children have good self-esteem, which is nurtured by the staff. They are independent, requesting help when appropriate and are able to self-care. They are developing a sense of self.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use language to negotiate with peers and adults and are linking sounds to letters. Key items are labelled effectively and children can read familiar words. They understand that print carries meaning and books are handled appropriately. They use the book corner well, enjoying the adult input in this key activity. Children are well supported in mark making but writing for a purpose, for example, labelling their own work and to support imagined ideas such as in role play is limited.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently and use numbers correctly in play situations. They are beginning to recognise and write numerals and use mathematical language in context. Staff, introduce basic mathematical learning through play. However, problem solving using numbers, such as basic estimating, is not provided. The children learn about size and shape through practical activities such as printing. Children are developing an awareness of addition and subtraction, although some opportunities are missed.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about the natural world through planned and spontaneous activities such as bark rubbing. Visitors to the group from the local community enrich the children's learning and support the various topics. There are insufficient planned opportunities to use information technology and IT is not routinely used in activities such as role-play. Children develop their skills in building and construction using a range of materials. They do not routinely question 'how and why' things work.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children develop an awareness of space and others around them during group activities. They enjoy using a wide range of resources, tools and equipment, which they do safely and with developing control. Children have opportunities for movement, climbing and balancing, indoors, outside and during visits to the park. Limited, spontaneous emphasis is given to recognising the changes to their bodies after activity or to developing an understanding of why it is important to stay healthy.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children enjoy singing simple songs and ring games on a daily basis. Musical instruments are mainly used for special occasions such as Christmas. Children explore texture, colour and form in 2 and 3 D with daily access to painting. Art activities tend to be topic related with limited opportunities for children to develop their own imaginations and creativity or make choices from a range of materials. They enjoy role-play and are learning to communicate their ideas, thoughts and feelings.

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

- develop opportunities for children to write for a purpose
- develop the planning so that it clearly identifies the different areas of learning covered
- develop the assessment of children so that it is based on what children know and linked to the stepping stones to ensure the range of coverage of the early learning goals and children's progress towards them.

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.