

Peter Pan Preschool

Inspection report for early years provision

Unique reference number EY263407
Inspection date 14/03/2011
Inspector Hazel White

Setting address Gamecock Barracks, Bazzard Road, Bramcote, Nuneaton,
Warwickshire, CV11 6QN

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Peter Pan Pre-School and Nursery registered in 1994. It operates from The Cygnet Centre, Gamecock Barracks, which is situated just outside Nuneaton in Warwickshire. It is open to the families of service personnel from the barracks as well as to members of the general public. It is all on one level with wheelchair access. There is a fully enclosed outdoor play area.

A maximum of 55 children may attend at any one time. They are registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery opens for five days a week all year round. Sessions vary between the hours of 8.00am to 5.00pm Monday to Thursday and from 8.00am until 1.00pm on Friday. Children can attend a variety of sessions. There are currently 45 children aged from one to five years on roll. The setting currently supports a number of children who speak English as an additional language.

The nursery employs 11 staff who work directly with the children. Eight hold appropriate early years qualifications. Two of these are qualified to degree level and another member of staff is working towards the early years foundation degree. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and clearly enjoy their time at the nursery. They make good progress in their learning and development. Staff work extremely hard to ensure that each child is included and feels valued and special. The nursery is an integral part of the local community and partnerships with parents and others are fostered exceptionally well. The management team lead and encourage a culture of reflective practice and the nursery demonstrates a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve existing systems for recording risk assessments
- encourage parents to contribute to the observation and assessment process to further support their children's learning and development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. Robust and vigorous vetting procedures ensure that all adults working with children or having unsupervised access to them are suitable to do so. A comprehensive safeguarding policy is in place. Staff are confident and clear about their responsibilities in relation to ensuring children remain safe and protected. They have a clear understanding of how to recognise signs and symptoms of abuse and each member of the team has procedures to follow should they have any concerns. The safeguarding policy is shared with parents.

Security is excellent. All visitors are effectively monitored. Vehicle registrations are logged and visitors are issued with photo identify passes on arrival which must be worn at all times. External and internal doors are fitted with coded key pads. High handles prevent children from leaving the building unattended. Children are well supervised at all times. This very good deployment ensures children are well supported in their learning as well as remaining safe. However, although a risk assessment of the premises has been conducted, records do not cover everything a child may come into contact with. This could mean that some potential hazards are missed.

The nursery is highly committed to working in partnership with parents and others and takes a lead role in establishing effective working relationships. Children receive consistency of care and are making good progress because a wealth of information is appropriately exchanged between staff and others involved in their care. Parents are invited to express their views, both formally and informally, for example, through questionnaires and daily chats. The parents spoken to during the inspection commented positively on many aspects of the nursery. A real sense of community exists. Parents help with various play activities and attend social events. This provides opportunities for parents and staff to get to know each other and this helps to promote an atmosphere of trust and mutual respect. However, although parents have easy access to their children's assessment records, they are not effectively encouraged to contribute to the observation and assessment process to further support their learning and development in the home.

The leadership and management of the provision is strong. The enthusiastic and committed staff team constantly strive to make the environment attractive and welcoming to all. Personal and professional development of all staff is actively encouraged and the result is a knowledgeable and experienced staff team who successfully support and include all children. The warm and welcoming environment provided by the nursery helps children to flourish. Inclusive practice is evident and staff work extremely hard to ensure that children's individual needs are known and well met. The culturally diverse group of children have many opportunities to learn about similarities and differences amongst people. Toys and equipment are freely and safely accessible to all and care is taken to ensure that these resources depict a variety of cultures and abilities. The equality and diversity policy outlines a commitment to promoting inclusive practice ensuring all children and their families are valued and respected.

Children enjoy easy access to a wealth of good quality resources and these are well-maintained and developmentally appropriate. Documentation is organised effectively to support children's needs and the efficient running of the nursery. Reflective practice is ongoing at all levels and recommendations raised at the last inspection have been fully addressed. Planning clearly shows the learning intentions and how play is adapted to meet the individual needs of children. Policies and procedures are regularly updated to reflect current practise and legislation. Staff now have a clearer knowledge and understanding of child protection procedures through training and because procedures have been updated. The nursery has a positive attitude towards ongoing improvement of the provision there is a strong focus on seeking the views of others in order to ensure priorities for improvement are accurately targeted and have a positive impact on children.

The quality and standards of the early years provision and outcomes for children

Children are happy and having lots of fun. They are making good progress in relation to their starting points and staff plan an exciting range of experiences based on their individual needs and interests. The day is structured flexibly and full use of the indoor and outdoor environment to maximise opportunities for children's progress and enjoyment. Staff know children in their care extremely well and each child is valued for who they are. Staff thoughtfully consider children's individual needs and personalities and adapt experiences as necessary. They observe children on a regular basis and use what they see and know to assess each child's progress and plan for the next steps in their learning.

Children with additional needs are supported admirably as staff thoughtfully plan activities to encourage all children to reach their full potential. Children enjoy easy access to a wealth of resources and experiences that help them to develop a positive self-image and a knowledge and understanding of the wider community. They explore similarities and differences in meaningful ways and learn about a range of cultures and festivals. For example, children visit a temple when they celebrate a Nepalese festival and find their birth country on a map of the world. In addition they help to fundraise for charities and through this are learning to show care and consideration for others. Children are very confident and self-assured. They know the routine and their independence is fostered well.

Mark making and pre-writing skills are evident throughout the nursery as children draw, note and use diaries to record pretend appointments. They listen intently to their favourite stories extending their interest in books. This supports children's understanding that print and words carry meaning. Children develop numeracy skills to enhance their future economic well-being. For example, they make price tickets for the shoe shop, add and subtract when singing action songs and learn mathematical language such as first second, above and below. Art and craft activities are plentiful. Children make and create, paint and explore different textures and model with play dough. Their art work is well displayed so that their

work can be appreciated enhancing the children's self esteem. Children use their imaginations well, for example, the role play area has been transformed into the moon. Children have great fun making space missiles from tin foil and silver beads. In addition they dress up in a range of clothes which supports their fantasy play.

Babies development is supported through having access to a good range of age appropriate resources in their play. These include messy activities such as corn flour and water play. They have time to mix with their siblings to maintain a sense of family whilst in the nursery. Babies and young children are at ease and happy to go to staff for comfort, reassurance and support. They thoroughly enjoy action songs and rhymes, and staff respond to their sounds and gestures, extending their vocabulary by naming and repeating sounds and words. Staff have taken time and effort developing a stimulating environment using the knowledge they have gained from courses. They create treasure baskets and provide heuristic play enabling babies to use their senses and explore different textures in safe and stimulating environment.

Children's welfare is enhanced because positive steps are taken to promote children's good health and well-being. They engage in many physical activities and hygiene routines are thorough and routinely reinforced through discussion and everyday practice. Meals and snacks are very healthy and nutritious and care and attention is given to promote the benefits of a healthy lifestyle. Children are made aware of potential risks and how to prevent accidents. For example, they learn the consequences of deliberately falling off outdoor equipment because this is discussed during circle time. Children are well behaved and treat others and property with care and respect. They take turns in conversation, display good manners and help others when appropriate. Staff lead by example and encourage an atmosphere of co-operation and calm, they recognise and reward good behaviour and effort by praising children.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met