

# Peter Pan Pre-School

Inspection report for early years provision

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EY245703

**Inspection date**

10/10/2011

**Inspector**

Jan Linsdell

**Setting address**

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**Type of setting**

Childcare - Non-Domestic

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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 was registered in 2001. It is privately owned and operates from a church hall in Middlewich, Cheshire. Children have access to the main hall, a smaller room and a secure outdoor play area. The pre-school serves children from the local community. It is open each weekday from 9.15am to 12.15pm, and Thursday afternoon from 11.45am to 2.45pm, during school term time only.

The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 35 children aged from two to under eight years may attend the pre-school at any one time. There are currently six children on roll, all of whom are within the early years age range and some of whom receive funding for free early education. The pre-school supports children who speak English as an additional language.

The pre-school employs four members of staff, including the manager. Of these, three hold appropriate early years qualifications at level 3 and one holds level 2. The manager also holds a management qualification at level 4. The pre-school receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff provide an inclusive and welcoming environment for children. They work successfully with parents, carers and other professionals to ensure children's individual welfare and learning needs are addressed. Most required records to promote the safe management of the setting are available and suitably maintained. Arrangements for delivering a well-balanced and exciting educational programme are still being developed, but overall children make steady progress towards the early learning goals. Systems for self-evaluation are generally good and staff show a commitment to improving the overall quality of the setting.

## What steps need to be taken to improve provision further?

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

- improve the planning of activities to ensure there are an exciting range of adult-led and child-initiated activities, delivered daily through indoor and outdoor play
- develop assessment systems in order to accurately monitor children's progress across the six areas of learning
- carry out regular evacuation drills and record details of any problems encountered and how they were resolved.

## **The effectiveness of leadership and management of the early years provision**

Staff know how to protect children from harm because they attend safeguarding training and understand how to implement effective procedures. They supervise the children appropriately to keep them safe and carry out suitable risk assessments to identify and minimise hazards. Staff undertake relevant checks to ensure they are suitable to work with children. Most required documentation to promote the safe management of the setting is in place and well maintained. However, the fire drill record was unavailable to confirm that regular fire drills are consistently carried out.

The team have worked together to evaluate the setting's strengths and areas for development. They are motivated to seek further improvement and are working well with the local authority advisor to target areas of weakness. Staff have reviewed the layout of the room to encourage children to make better use of the play space. Since the last inspection some good progress has been made, particularly in relation to working with parents and carers, maintaining documentation and improving outdoor play experiences. As a result, outcomes for children are satisfactory and improving.

Partnerships with other professionals are developing well to promote children's care and learning. Engagement with parents and carers is strong; for example, parent evenings, daily diaries and learning journals provide good information about children's achievements. Staff promote equality and diversity by providing resources and activities to help children learn about their own and other cultures. Some good arrangements are in place to support the learning of children with English as an additional language. For example, staff are liaising well with parents to produce dual language posters and they are learning some basic words to support children in the setting.

The premises are old, but safe and secure. Children access a suitable range of resources to support their enjoyment and learning. The learning environment is appropriately organised to promote most areas of learning. Currently, the numbers of children attending the setting are low, and at times the atmosphere is very quiet, with not many exciting adult-led activities planned on a daily basis.

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

Children receive a warm welcome on arrival, which helps them to settle quickly into their self-chosen activity. Overall, staff plan a suitable range of activities to support children's learning and enjoyment, making good use of the local community as a valuable learning resource. They observe children regularly and keep learning journals as a record of their development, but they have not yet introduced systems to monitor children's progress across the six areas of learning. This makes it difficult to establish where children are up to in their learning, and to identify and address any gaps.

Children learn to behave well because staff provide lots of praise and encouragement to reinforce positive behaviour. They have good opportunities to contribute to their local community. For example, they help to prepare fruit baskets for Harvest Festival and enjoy attending the folk and boat festival. They also join the 'clean-up team' to help collect litter in the local park. This actively promotes their understanding of responsibility. Children enjoy playing imaginatively with the dolls and have some opportunities to be creative, making gingerbread people using various craft materials. However, the continuous provision of sand, water and paint is not always freely available.

Children use some multicultural resources and take part in celebrations, such as Diwali and Chinese New Year, to support their awareness of diversity. They are beginning to develop their future skills as they learn to count and use some resources to support their awareness of technology, such as telephones. Circle time provides children with daily opportunities to talk about the weather and to sing counting songs and play musical instruments. This supports their language, communication and numeracy skills. Children show their interest in reading as they put their feet up and relax with a book. They listen intently as staff tell stories using props. Some mark making resources are available to encourage children's early writing skills.

Children show they feel safe in the setting because they are confident to approach staff and involve them in their play. They are developing some self-care skills as they visit the bathroom independently and wash their hands. Children bring their own water bottles to keep themselves refreshed and they benefit from eating healthy snacks, such as fresh fruit. However, they are not always supported to learn the value of exercise as part of a healthy lifestyle. This is because outdoor play is not consistently planned as part of the daily routine.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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