

Peter Pan Pre-School

Inspection report for early years provision

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Type of setting Childcare - Non-Domestic

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Introduction

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Description of the setting

Peter Pan Pre-school opened in 1969 and re-registered in 2011. It operates from three rooms within a church hall in the Chandler's Ford Methodist church in Hampshire. It is close to schools and shops and serves the local community. The pre-school is open during term-time each weekday from 9am to 12pm or 1pm for lunch club. All children share access to a secure enclosed outdoor play area. The Pre-school is registered on the Early Years Register to care for 52 children aged from two to under five years of age. There are currently 81 children on roll. The Pre-school provides early education funding for three- and four-year-old's and supports a number of children with special educational needs and/or disabilities. The Pre-school employs 16 members of staff. Of these, 13 have early years qualifications ranging from National Vocational Qualification (NVQ) at Level 2 to NVQ at Level 6. This includes one member of staff who holds Qualified Teacher Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children visibly enjoy their time at this pre-school and make good, to very good developmental progress. Staff have a well-developed knowledge of each child's needs and, overall, successfully promote children's welfare and learning. A key strength, is the highly effective deployment and interaction of staff enabling children to clearly benefit and thrive. This is coupled with extremely positive partnerships with parents, other pre-schools and outside agencies, which are significant in making sure the needs of all children are met. The manager and staff continuously plan for improvement, which in turn generates very good results.

What steps need to be taken to improve provision further?

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

- value further linguistic diversity by providing opportunities for children to develop and use their home language in their play and learning
- introduce regular staff appraisals and a programme of continuous professional development, which includes the monitoring of practice.

The effectiveness of leadership and management of the early years provision

Good safeguarding procedures are in place to help protect children. Management ensure they follow a rigorous recruitment and vetting procedure, which includes volunteers and parent helpers. This means that all adults who work at the setting are checked for their suitability. All staff have regular training on safeguarding and,

overall, there is a good awareness of child protection issues among the adults at the pre-school. Children's safety and well-being is given good priority and staff are safety conscious when carrying out daily risk assessment checks. They modify their practice when hazards are identified, such as nuts in an adult's lunch box. This because they all know about those children with specific health needs.

The staff team work extremely well together and are continually reflecting and evaluating the practice that takes place at the pre-school. They are well qualified and overall are competent practitioners; particularly on children's learning and development matters. Staff take part in regular external training with the view to learning more and developing skills, for example about supporting boys in their achievements. Self-evaluation is rigorous and ongoing. However, systems for staff appraisals and the monitoring of staff practice by management are not fully in place. Each session staff work hard to set up carefully planned learning zones with emphasis on covering all curriculum areas. Children have free access to this wealth of play and learning activities, which they freely enjoy self-selecting. The staff are a highly valuable resource at the pre-school; they are deployed effectively and have excellent interaction with children. The pre-school makes excellent use of their small outdoor area for free-flow play and in all weathers. There are planting beds made from tyres for growing projects, a soil digging area and an imaginative area with resources such as crates, guttering and wood.

Those children for whom English is an additional language and those who have special educational needs are supported very well. Systems such as Makaton are used throughout the pre-school which effectively aids communication and learning. However, although the setting value linguistic diversity they do not provide opportunities for children to develop and use their home language in their play and learning. Very robust systems are in place to ensure that the partnership with parents and others is of the highest quality. For example, the setting has undertaken excellent joint working with health visitors, pre-schools who also care for the children and healthcare professionals to support those with special educational needs.

A high emphasis on communication with parents means that each key person gets to know each family and child as the unique individuals that they are. Parents are extremely positively about the setting. They talk about the benefits their children reap from the group. A truly open door policy is in place where staff offer a highly supportive and inclusive environment for all concerned. Parents are very well informed about all aspects of their own children's care and achievements. Precise ways and tailored guidance is given to them about how they can support their children's learning across different areas. For example, by providing Makaton signs for the week, a salt dough recipe and the sharing of plans, they encourage parents to be actively involved in their child's learning. The adults at the pre-school support every child so that no group or individual is disadvantaged; equality of opportunity is at the forefront of the adults practice. They aim to narrow the achievement gap of all groups of children who attend.

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

Children take pleasure in being at the pre-school and are well motivated to play and learn. They excitedly become involved in their child-initiated activities and happily select self-chosen play resources from the ample choice on offer. The adults are caring and supportive towards the children and offer them good challenge during their adult to child interactions with them. Staff ask open-ended questions to encourage critical thinking and are skilled in differentiating their practice in fun mathematical, active learning games. For example, children line up to take turns throwing bean bags at numbered and coloured cones. Staff encourage them to recognise numerals, to count, to throw accurately, solve problems and recognise colours, adapting the practice according to their individual abilities.

There is a common sense of purpose amongst the adults who work well together to ensure that at all groups of children achieve as well as they can. Teaching is rooted in the adults' firm knowledge of the Early Years Foundation Stage and how young children learn. Children's skills for the future are effectively promoted in excellent, well planned 'Carrot Club' language sessions. Here children have lots of fun and learning feeding the rabbit their carrot; their understanding and expressive language is promoted effectively through simple songs accompanied by pictures and visual aids, Makaton signs and a 'magic box' game. Many children are highly engaged and relish these specific language sessions. Children go about their play busily and industriously; older children harmoniously play together with the football in the 'big room'. They build, and design outside with the recycled building materials. Others sit at the computer; they receive good support to use simple information technology functions to complete a sequencing game.

Children make marks for a purpose, and staff encourage them to write their name. At the writing area some draw recognisable pictures and letters. Parents are invited in to help at the pre-school and some read bi-lingual books to children raising their awareness of other cultures. Children are learning to keep themselves safe. Most staff talk to them about safety matters such as the dangers of walking around carrying a plastic drainpipe horizontally. Children demonstrate good behaviour. Unprompted they use the dustpan and brush to sweep up sand on the floor. Positive praise and encouragement makes children feel valued and promotes self-esteem. Systems, such as the 'WowTree' which records children's achievements both at home and at pre-school, contribute to this positive and enabling environment. Children feel safe and secure because they build excellent, meaningful relationships with their key person. These are facilitated by the very effective meet and greet routine of each morning session. Children enjoy varied activities whilst outdoors in the fresh air. They gain good exercise and practice new skills with hoops and other small play equipment. This effectively promotes their health and well-being. Children enjoy a healthy fruit snack and sit together in a small group to eat and drink socially together.

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	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
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	1

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	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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