

Peter Pan and Tinkerbell Pre-School

Tye Green Community Centre, Tilegate Road, Harlow, Essex, CM18 6LU

Inspection date	11/01/2013
Previous inspection date	09/02/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Poor hand drying practice for older children and dirty resources in the younger children's room means that children are at times at risk of cross-infection.
- The organisation of some staff in the pre-school does not provide enough supervision and support for children. This results in a chaotic environment and poor behaviour from children.
- The manager and staff show a poor understanding of how to assess children's learning and development. This means that they are unable to plan activities for children which meet their needs and help them progress.
- The pre-school does not provide effective monitoring and supervision. As a result, managers do not support professional development by identifying the training and support needs of staff.
- Staff do not actively try to involve parents and carers in their child's learning to ensure that all parents and carers know how they can support their child's development at home.

It has the following strengths

- Staff work well with external agencies, which ensures that children with additional needs receive appropriate support.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the main hall, small playroom and outdoor play area.
- The inspector held meetings with the manager of the pre-school and key persons working with the children.

The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting and a range of other relevant documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Ann Cozzi

Full Report

Information about the setting

Peter Pan and Tinkerbell Pre-School was registered in 2001 on the Early Years Register. It is situated in a residential area of Harlow, Essex and is managed by a committee. The pre-school serves the local area and is accessible to all children. It operates from a main hall and a small playroom, and there is a fully enclosed area available for outdoor play.

The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications. One at level four, six at level three and one member of staff is unqualified.

The pre-school opens Monday to Friday term time only. Sessions for children over three years are from 9.15am until 12.15pm. Sessions for children under two years are from 9.15am until 11.45am and 12.15pm until 2.45pm. Children attend for a variety of sessions.

There are currently 48 children attending who are within these age groups. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a small number of children who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school receives support from the local authority development officer.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the premises are fit for purpose, this refers in particular to the cleanliness of the premises and equipment in the younger children's room and the arrangements for hand drying and nappy changing in the older children's room; comply with requirements of health and safety legislation, including hygiene requirements
- ensure that staff deployment provides adequate supervision and support, in order to keep children safe and to meet their individual needs
- implement effective performance management systems to improve the monitoring and supervision of staff who have contact with children and families; provide opportunities for them to receive support, coaching and training to improve their practice
- ensure that practitioners have appropriate training, skills and knowledge, and a clear understanding of their roles and responsibilities, with particular regard to their knowledge and understanding of the Early Years Foundation Stage learning, development and assessment requirements
- undertake ongoing assessment as an integral part of the learning and development process in order to understand children's level of achievement and shape learning experiences for each child
- improve the provision for the youngest children by focusing strongly on the prime areas of learning, which form the basis for successful learning in the four specific areas

- ensure that key persons actively seek to engage and support parents and/or carers in guiding their child's development at home.
- foster a culture of continuous improvement by developing systems for self-evaluation to set realistic targets and drive future improvement.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a poor understanding of the Early Years Foundation Stage requirements. As a result, educational programmes do not provide all children with a range of interesting opportunities across all seven areas of learning. Observation and assessment of all children's learning needs are inadequate. As a consequence, the planning of learning experiences does not sufficiently match children's individual needs. For example, in the younger children's room, staff do not focus their observation and planning on the prime areas of learning as required. This does not ensure that all children are effectively supported and challenged to make progress in learning given their age, abilities and starting points.

At times, some children are able to access a satisfactory selection of toys and resources. However, the availability of information communication technology in the older children's room is poor. The laptop used by children in the older room has a damaged screen, which obscures their view. Consequently, their opportunity to use age-appropriate equipment and computer software is very limited. Strategies to engage parents in children's learning are weak. Information exchange is informal and focuses on care issues and how children have spent their time in the pre-school. This does not keep parents adequately informed about their child's progress or provide them with the ideas to support learning at home.

While some staff demonstrate sound teaching techniques, this is not consistent across the staff team. For example, in the younger children's room, some staff lack enthusiasm, resulting in poor engagement with children. Therefore, children lack support and motivation to become interested in activities and explore resources, which adversely affects their language development. In addition, self-confidence is not fostered because children are not consistently supported by their key person.

At times during the session, older children have the opportunity to take part in free-flow play, between the indoors and outdoors. They enjoy using large play equipment such as bikes and other wheeled toys. This supports their developing physical skills. For example, they learn how to move forwards and backwards on bikes and to manoeuvre wheeled toys around obstacles in their path. In addition, children have fun taking part in role play, using their imagination to create real and imagined experiences. For example, they play going to the shops with their friends to buy food for dinner. Young children develop physical skills as they have fun running around and jumping in the shared outdoor play space. They enjoy using large construction bricks to build a tower, practising their critical thinking skills. However, some staff obstruct the available play space, which restricts children's learning. This illustrates their poor understanding of how children learn through play.

The contribution of the early years provision to the well-being of children

The key person system is inconsistent because care practices are variable. As a result, some children fail to form secure attachments with key workers. This in turn does not adequately support the emotional well-being and security of all children. The deployment of some staff is poor, which results in a failure to recognise the needs of children in their care. For example, younger children fail to engage in activities and prefer to wander around aimlessly, leading them to take part in negative behaviour, such as hitting and pushing each other. This behaviour creates an environment which is often chaotic and disorderly, which in turn hinders learning and puts children at risk of hurting themselves or others. When children do show an interest, they are prevented from using resources; for example, staff fail to notice the computer has been switched off. This does not support children's future learning or transition into school. Young children are supported to move within the setting through regular visits into the older children's room. This helps them to become familiar with the environment and staff, which supports a smooth transition between rooms.

Children are provided with a range of healthy options at snack time and have daily access to outdoor play. This assists in supporting their understanding of how to maintain a healthy lifestyle. However, children's health is not protected because staff have insufficient knowledge of hygiene requirements. Hygiene practice in the older children's room does not adequately teach them how to keep themselves healthy. For example, the use of a communal towel for hand drying allows cross-contamination. In addition, toys and resources used by younger children are grubby, and the computer has what appears to be encrusted food on its keyboard. The room provided for younger children is unwelcoming and in poor decorative order. This results in an environment which does not support or inspire children's learning.

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

The leadership and management of the pre-school is inadequate. The manager has a poor understanding of the learning and development requirements. This results in the delivery of inadequate educational programmes, which fail to meet the needs of children attending. Annual appraisals of staff are undertaken and are informed by monitoring practice, occasional informal meetings and staff evaluation of their own practice. However, these systems are ineffective because they fail to identify and address inconsistent practice and training needs. The management and accountability arrangements of this committee-run pre-school are insecure. This is because the committee has very little contact with the group; for example, committee members not involved in the monitoring and appraisal of the pre-school manager.

Sound systems are in place for recruitment, which ensures that all appropriate checks are

undertaken on those working with children. There is a written child-protection procedure, and the setting has identified a designated safeguarding person as required. In addition, staff have an adequate understanding of what to do, should they have a concern about a child. However, breaches in welfare requirements mean that children's health and well-being are not fully protected. While a wide range of relevant policies and procedures are in place, they are not always implemented in practice; for example, staff do not follow the hygiene procedures. Most staff have undertaken paediatric first aid training, which enables them to provide appropriate care should a child have an accident at pre-school. Some staff have also completed food hygiene training, which means that food provided at snack time is prepared safely.

The provider is not sufficiently ambitious about improving provision and practice, including, staff motivation. While self-evaluation is undertaken, it is inadequate because it is not appropriately targeted to identify strengths and weaknesses across all areas of practice. Action taken to identify areas of weakness, for example improving observation, assessment and planning, is ineffective. The committee does not monitor the manager or staff's practice. As a consequence, under performance is not recognised and staff training needs are not identified. Insufficient focus is placed on the staff's professional development and improving outcomes for children. Feedback regarding practice issues is sought from the local authority development officer. The pre-school also works in partnership with outside agencies supporting children with additional needs.

Parents spoken to during the inspection stated that they are happy with the pre-school and feel that staff are supportive. They report that staff are very easy to talk to and that they would feel confident to approach them if they had a concern. Parents said that they would recommend the pre-school to others.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the

	Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	403444
Local authority	Essex
Inspection number	819273
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	48
Name of provider	Tye Green Community And Leisure Association
Date of previous inspection	09/02/2009
Telephone number	01279 866121

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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