

# Peter Pan Pre-School

King Edward Centre, Railway Lane, Chatteris, Cambridgeshire, PE16 6NG

## Inspection date

22/01/2013

Previous inspection date

12/02/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Good relationships with parents help children to make progress, as practitioners work hard to ensure there is a joint approach to children's learning and promote the importance of the home learning environment.
- Children's learning is promoted well by practitioners who recognise the importance of working with children's interests and providing stimulating opportunities to promote learning through play.
- Children's language, communication and social skills are very well promoted. Practitioners make sure they extend children's vocabulary and support them in participating in discussions and expressing their ideas.
- Successful systems are in place to identify children's needs and ensure the appropriate support is in place so that they can achieve as much as they are able in their learning.

### It is not yet outstanding because

- There is scope to improve the information obtained from parents before their child starts at the pre-school, so that practitioners are fully informed of each child's starting points.
- Children do not consistently have rich opportunities to make marks for different purposes and in activities which encourage children to experiment with writing.

## 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 took account of the views of parents spoken to on the day of inspection, and of information included in the pre-school's self-evaluation.
- The inspector observed activities in the main room and the outdoor learning environment.
- The inspector held a meeting with the provider and the manager of the provision and spoke to practitioners and children at appropriate times throughout the inspection.
- The inspector looked at evidence of suitability of practitioners working within the setting, a selection of children's assessment records and planning and a range of other documentation.

### Inspector

Emma Bright

## Full Report

### Information about the setting

Peter Pan Pre-school opened in 1992 and is registered on the Early Years Register. It operates in King Edward Centre in Chatteris, Cambridgeshire and is managed by a voluntary committee. Children have use of one main room and there is an enclosed area available for outdoor play.

The pre-school is open five days a week during school term times from 9am until 3.30pm. Children attend for a variety of sessions. There are currently 37 children attending who are in the early years age group. The pre-school provides funded early education for three- and four-year-old children. It supports a small number of children with special educational needs and/or disabilities.

The pre-school employs six practitioners. Of these, three hold appropriate early years qualifications at level 3, and one at level 6 with Early Years Professional Status. One practitioner has an appropriate early years qualification at level 2. The pre-school receives support from the local authority.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- enhance the depth of information gathered of children's prior skills on entry to the pre-school, for example, by making home visits
- develop the educational programme for literacy further by: providing opportunities for older children to explore making marks in a range of activities, such as making lists or practitioners acting as scribes to write down ideas that children suggest.

### **Inspection judgements**

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

Practitioners have a secure understanding of the learning and development requirements and competently put them into practice. They understand how children learn and the quality of teaching is good. Ongoing assessment of children's progress is thorough as practitioners observe and record children's progress. Parents contribute to their child's assessment and share what they have observed their child is able to do at home. This enables practitioners to focus and plan for children's individual interests and the next steps in their learning. Practitioners have high expectations of all children because they find out about what children can do before they start at the pre-school in order to plan for children's learning needs. However, there is room to develop how the information is gathered before children attend, to ensure that practitioners are completely informed of children's starting points.

Each child's key person is knowledgeable about their key children and in particular children with additional needs. This enables them to ensure their specific needs are met so that

they are included in the life of the pre-school. For example, the use of photographs to form a timetable help children to feel settled and secure, and everyone enjoys helping to complete it. Practitioners give appropriate priority to the prime areas of learning with children under three. They use a summary form for two-year-old children and include parents in the discussion about their strengths and any concerns. This means practitioners are able to identify when early intervention may be needed to ensure that children receive the appropriate support.

Practitioners encourage children's communication skills through effective interaction. They talk to children, commenting on what they are doing and ask questions to encourage their thinking and exploration. Children listen with rapt attention to well-read stories and they confidently join in to offer ideas and opinions, or to predict what might happen next. This helps all children develop into confident communicators.

Practitioners provide challenge for the children, whilst ensuring they are successful which helps children to feel motivated. Children happily move around to investigate the interesting activities because practitioners encourage them to try for themselves. For example, children develop their skills when using technology through the use of appropriate computer programmes. They enjoy using torches in the 'dark tent' and know that they have to put them on the special stand so the batteries can re-charge. Consequently, children are gaining the necessary skills they need for the next steps in their learning. Children have access to a wide range of books, which they enjoy looking at together or alone. In addition, they select books to take home in their special bag so they can share stories with their parents. However, there is scope to improve opportunities for mark-making so that older children see their words displayed. This supports their developing understanding that what they say can be written down.

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

Children are relaxed and confident in the nurturing care of practitioners and enjoy positive engagement with their key person. Lots of praise and encouragement from practitioners throughout the day mean children develop warm and trusting relationships with them. For example, a practitioner asks how the bridge of bricks was made strong so it did not fall over and one child explains 'because I'm a genius'. Children are supported well in their social skills so they learn how to play together, share toys and take turns. Practitioners ensure all children are involved in shared activities, helping them to include one another in their play. Under their gentle guidance children behave well and form very caring relationships with one another. For example, one child cuddles another who is upset, finds a tissue and dries his tears.

Children are prepared well for their transitions into school because practitioners encourage their independence. They manage their personal care, help to prepare the snack and competently dress themselves for outdoor play. Practitioners know the children very well, building a secure knowledge of their needs and interests. They work closely with parents and other professionals to ensure any additional or medical needs are met. Comprehensive records are kept of any accidents or medication and all practitioners are clear about children's allergies or food preferences, which ensure children's needs, are met

and respected.

The learning environment is well-organised so that children can choose resources and move between indoor and outdoor areas. They enjoy being outdoors, attempting to make snow castles, throwing snowballs and making snow angels on the ground. Children learn sensible hygiene routines because practitioners act as good role models, washing their own hands. Children's safety is given priority as practitioners ensure the premises are secure and daily checks of the premises mean children play in a safe and clean environment. Practitioners encourage children to be active and explore their surroundings, while teaching them to be safe. For example, on outings they learn about crossing the road safely, and visits from the local lollipop lady further supports their understanding about keeping safe.

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

The provider has a very good understanding of the responsibilities in meeting the learning and development requirements. An effective system is in place for regularly monitoring practice which means the provision evolves and improves. Practitioners work well together as a team under the strong leadership of the manager who encourages them to reflect on their practice. Professional development of all practitioners is supported well through regular supervisions and appraisals. Systems for self-evaluation highlight the pre-school's strengths and weaknesses and clear action plans are used to prioritise areas for development.

The manager understands her overall responsibility and ensures the safeguarding and welfare requirements are effectively implemented. All practitioners have a good understanding of their role in safeguarding children. They are clear about child protection procedures and they attend regular training to update their knowledge and skills. Rigorous recruitment systems are in place to ensure that all practitioners are suitable to work with children. Induction procedures ensure that new practitioners and students have a secure knowledge of their roles and responsibilities. Risk assessments are carried out on a regular basis and practitioners are well-deployed to ensure that children are kept safe.

Partnership with parents is strong and parents comment on the positive support and approachability of all practitioners. They are kept informed of children's daily progress through regular feedback from practitioners and by sharing the daily diary. Practitioners develop effective partnerships with other early years providers to share information in order to promote children's learning, development and welfare. This supports, and prepares for children's transition to other settings and promotes continuity in their care and learning. Partnership working with other professionals and agencies is well-established and used to identify children's needs to help them make progress.

### **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

<b>Unique reference number</b>	221860
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	818207
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5

<b>Total number of places</b>	24
<b>Number of children on roll</b>	37
<b>Name of provider</b>	Peter Pan Pre-School
<b>Date of previous inspection</b>	12/02/2009
<b>Telephone number</b>	07407453661

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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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Piccadilly Gate  
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