

Peter Pan Preschool

30th Signal Regiment, Gamecock Barracks, Bazzard Road, Bramcote, NUNEATON, Warwickshire, CV11 6QN

Inspection date	15/10/2013
Previous inspection date	14/03/2011

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		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

- Staff have a very good understanding of how children play and learn. This means they plan exciting activities through which children build on their learning and make very good progress.
- Children are extremely safe, as the management team ensure all staff understand and implement robust policies and procedures and because the premises are exceptionally safe.
- Strong partnerships mean that children's individual needs are fully met and parents are involved in children's learning. Caring staff give children's well-being high priority so that they are very happy and secure.
- Monitoring and self-evaluation are very well organised and well documented, which means that staff continually improve the provision and their performance so that children's learning experiences improve.

It is not yet outstanding because

- There is more scope to enhance the outdoor area for the two-year-old children so that they extend their learning experiences through a wider choice of activities and resources.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the three playrooms and the outdoor play area, including a joint observation with the manager of the nursery.
- The inspector held meetings with the manager, the deputy manager and the chair of the nursery committee.
The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of staff working in the nursery and a range of other documentation.
- The inspector also took account of the views of parents and carers and children spoken to on the day.

Inspector

Catherine Sharkey

Full Report

Information about the setting

Peter Pan Pre-School registered in 1994. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. 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. The nursery serves the local area and is accessible to all children. It opens on Monday to Friday all year round, with the exception of bank holidays. Sessions vary between the hours of 8am to 5pm Monday to Thursday and from 8am until 1pm on Friday. The pre-school room also accommodates a maximum of seven children up to the age of seven before and after school. There are enclosed areas available for outdoor play.

The nursery employs 10 members of childcare staff. Of these, all except two apprentices hold appropriate early years qualifications from levels 3 to 5. Children attend for a variety of sessions. There are currently 45 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and for whom English is an additional language. It 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 outdoor area for two-year-old children so that they extend their learning opportunities and have a wider choice of activities and resources, such as through digging and planting.

Inspection judgements

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

Staff in each room plan very effectively for all children. They record detailed observations and use information obtained from parents to build a complete picture of what each child knows and can do. This means they have a clear starting point to work from and they build the next steps in children's learning into their activities. These are displayed in the rooms so that any cover staff can immediately see what they need to do to support individual children. This means children make good progress. Staff review children's progress regularly so that they identify and address any gaps in learning.

Parents are very well informed about children's activities and are involved in their learning. Staff advise them on how best to support children at home and send home books for them to share with their child so that their learning is enhanced. Staff provide parents with information about their child's next steps in learning and how they can use these to help children make progress at home. Staff encourage parents to contribute to children's progress records and they may see these at any time. Parents who are overseas are kept up to date with children's progress through photographs and comments via secure email. Parents take turns each week to attend play sessions with children, so they see how they learn.

The nursery rooms are very well organised and well thought out, as staff observe how children use each area. Pre-school children help staff to re-organise their room each week as they choose what they would like to do and how they would like each area set out. This helps children to develop their independence and individual learning styles. It means they are enthusiastic and engaged in their learning, as they gain a sense of ownership of their room. Staff have a thorough knowledge of how children play and learn, which means they plan exciting activities for children which provide challenge at each child's level. Pre-school children enjoy joining in with number songs and rhymes as they pretend to be frogs and hold up the correct number of fingers each time to show one less. They learn a range of mathematical skills as they thread coloured beads, count them and make patterns. The nursery is rich in print and children learn to recognise their names and other familiar words. Children for whom English is an additional language are well supported, as Nepalese staff communicate with children and help them to learn English. Staff use visual timetables and obtain basic words from parents to use with children who speak other languages.

The baby room is very cosy and homely and babies enjoy playing in the different cushioned areas. Staff encourage them to reach for toys as they play on soft material and cushions. They pull themselves up on low furniture when they are learning to walk and they enjoy exploring a wide range of textures as they play with the items in treasure baskets. Babies move their whole bodies in time to music and choose percussion instruments and push button toys to create sounds. All children develop their physical skills very well, as they use a wide range of climbing and balancing equipment and the soft play room. There is plenty of challenge for the older children and staff help them to rearrange the soft play room to provide different challenges each time. Toddlers enjoy looking for minibeasts outdoors. Staff encourage them to observe the different features and to count the legs on the spider and the daddy long legs. They are challenged as they decide to move tyres across the grass and staff ask them what they think might be the best way to do this. Children decide that rolling them is the easiest way. The outdoor area for the two-year-old children has more scope to be enhanced so that children have a wider range of more exciting learning opportunities, such as digging, planting or making dens. Children explore the camp and the local countryside to find out about nature and people who help us, such as the doctor, dentist and police. They celebrate a range of festivals so that they have an awareness of other cultures and beliefs.

Children with special educational needs and/or disabilities are supported very well, as staff work very closely with parents and outside agencies. They use signing and very effective

strategies to manage children's behaviour and communication skills sensitively and plan very effectively so that all children make good progress. All children are well prepared for the next stage in their learning and for school, as teaching is good across all areas of learning and they become used to the nursery routines.

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

Children are very happy and secure in the homely, caring environment of the nursery. Staff work with parents to help new children to settle in and they comfort them when they are upset. Children are soon distracted with toys and stories as they sit on their key person's lap. They form close bonds with their key person and staff give very high priority to children's well-being. They make laminated books of photographs of children's families for them to look at and help them to talk to parents who are overseas through secure video links. This helps children to feel secure. Staff obtain information about younger children's routines, likes and dislikes from parents so that all staff are aware of these so that children receive continuity of care. Babies sleep easily in a cosy, screened off area where they look at soft fairy lights and listen to calming music to help them sleep.

Staff provide children with healthy snacks and light teas are available for the children who attend after school. Children bring their own packed lunches and staff advise parents about which foods are healthy so that they are involved in children's learning about healthy food choices. Children have fresh air and exercise each day. If the weather is bad, they use the soft play room for physical play. They learn to be independent, as staff encourage them to try to do up buttons and zips when they put their coats on. Children are praised frequently for their achievements and behaviour is very good. Staff remind children how to keep themselves safe as they play and children manage risks safely on the large equipment. There are very good relationships between children and staff and children enjoy playing together.

Staff have plans in place for the sensitive management of children's moves to new rooms, but as children do not stay on camp very long, they have not had the chance to implement this. Transitions to local schools are managed very well, as staff invite teachers to visit children at nursery and they take children to their schools for a morning. This means they become familiar with the staff and the buildings and have the chance to eat lunch with the other children, so they know what to expect. Staff share information about children's progress so that their needs continue to be met and parents are fully involved in the process.

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

The manager and the deputy supervise and observe staff performance very effectively and document this thoroughly. The deputy works in the pre-school room, so she observes staff on a daily basis. Training in the Time to Talk language development programme means that staff carry out peer observations through recording and evaluating their performance.

This has improved their development of children's language and communication skills and their own teaching skills. The management team discuss and evaluate staff performance and set targets for improvement. This results in training and coaching, which is cascaded to other staff so everyone benefits. All staff, parents and children contribute to the self-evaluation process. An ongoing action plan means that areas for improvement are identified and addressed so that children's learning experiences improve. Parents make up part of the nursery committee, so their views are valued and their needs are met. Staff are well motivated and there is very good teamwork to evaluate and improve the provision.

The management team ensure that all staff have a thorough understanding of the detailed safeguarding policies and procedures. They update their training regularly and discuss safeguarding issues at staff meetings so that staff are aware of how to identify and report any concerns. The manager tests their knowledge each week and there are robust procedures for the recruitment of staff so that children are well protected. The premises are exceptionally secure, due to the location of the nursery and the security procedures in place on the camp so that children are extremely safe.

There are strong partnerships with other local early years providers and professionals. Staff work closely with health visitors, a speech therapist and many outside agencies in order to support children's needs effectively. They also have close links with the children's centre, which uses an upstairs room in the nursery building and shares some toys and facilities with the nursery. Staff take part in reciprocal visits to other nurseries so that they share ideas and best practice. They are supported by the local authority early years team, who visit the nursery to train staff and advise them on the provision. Staff share information about children's progress and well-being when they collect them from local schools so that their needs are met.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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 action. 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	EY263407
Local authority	Warwickshire
Inspection number	917590
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	63
Number of children on roll	45
Name of provider	Peter Pan Preschool Committee
Date of previous inspection	14/03/2011
Telephone number	01455 222372

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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, which are usually the childminder's 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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