

# Peter Pan and Tinkerbell Pre-School

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

<b>Inspection date</b>	10/01/2014
Previous inspection date	11/01/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	Previous inspection:	4
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 good understanding of how to effectively promote children's learning, and teaching is good. As a result, children are making good progress in their learning and development.
- The key person system is well established. As a result, children are forming secure bonds and attachments because staff give them good levels of emotional support.
- Children's overall well-being and safety are effectively promoted because the manager uses secure recruitment, induction and performance management systems to support staff in improving their understanding, knowledge and practice. This ensures that the safeguarding and welfare requirements are met.
- Children display a good understanding of how to manage risks themselves because staff teach them how to safely use tools, such as knives and scissors, every day.

### It is not yet outstanding because

- There is room to develop further the good strategies that are already in place, to extend children's learning at home as well as in the pre-school.
- There is scope to expand the opportunities for children to access further learning experiences in the outside area.

## 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.

## Inspection activities

- The inspector observed staff and children in the younger and older playrooms and in the outside area.
- The inspector held a meeting with the centre manager, pre-school manager and registered person, talked to staff and discussed children's progress with key persons.
- The inspector and manager carried out joint observations of staff and children in both age groups.
- The inspector examined various documents, including policies and procedures, children's records, evidence of the suitability of staff and safeguarding procedures.

## Inspector

Susan Parker

## Full report

### Information about the setting

Peter Pan and Tinkerbell Pre-School was registered in 2001 and is on the Early Years Register. It is situated in two halls within Tye Green Community Centre, in Harlow, Essex, and is managed by a committee. The pre-school serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The pre-school opens Monday to Friday during school term times. Sessions are from 9.15am until 12.15pm. Children attend for a variety of sessions. There are currently 31 children on roll who are in the early years age group. The pre-school receives funding for the provision of early education for three- and four-year-olds. It supports children who speak English as an additional language.

The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one holds level 2.

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

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

- increase the opportunities for children to experience all areas of learning in the outdoor environment as well as they do indoors
- develop further the strategies for extending children's learning at home, in order to strengthen and broaden children's knowledge and skills.

## Inspection judgements

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

Staff display a good understanding of the Early Years Foundation Stage and they have attended further training to improve their knowledge and practice. Staff regularly complete observations for every child and these are effectively used to gauge children's progress through assessment. Staff use effective teaching opportunities to extend children's thinking whenever possible. For example, as children are engaged in an activity where they are blowing bubbles outdoors, staff skilfully introduce a hula hoop, holding it high then low. Staff ask the children if they can blow bubbles through the hoop, over the hoop or under the hoop. This introduces mathematical language through play. Children respond excitedly and enthusiastically to the challenge. During a creative activity, children make models of robots with boxes, tubes and glue. Staff ask questions, such as 'What else does the robot need?' and 'How many eyes do you have there?' As a result, children's learning and development is effectively supported. Staff intervene in a timely way, which

encourages children's independence skills. An example of this is when children are putting on their coats, gloves and hats in readiness for their outdoor play session. Staff encourage all children to put on their own coats and do up the zipper, which results in them achieving success in their independence and mastering skills to effectively support their preparation for school. Staff deliver a wide range of opportunities which promote and expand children's skills across all of the prime and specific areas of learning. Children explore their physical skills using toys, activities and equipment indoors and outside. Their communication and language skills are very good. Older children sit quietly at circle time because staff engage their attention and ensure every child is included in the conversations. Children's confidence and self-esteem is promoted as they proudly show off their 'wow' stickers, clearly saying what they had done well.

Staff effectively observe children to identify the individual next steps in their learning and development. The information gained is built into the planning of future activities. This means that children receive tailored activities which are firmly based on their interests. Adult-led activities are planned around themes and topics, such as 'robots', which is one of the current topics. Children show that they enjoy the themes and learn from them. For example, two children freely sit and look at the robot book and simultaneously begin to mimic robot movements, their faces looking serious until they begin to giggle together. Toddlers and younger children share the same outdoor area and outdoor resources as the older children. Staff encourage children's physical development well by providing and encouraging the children to explore and use equipment and their bodies with bikes, a climbing frame and a slide, as well as through dance and action rhymes. Additionally, outside the children explore a range of natural materials. They examine and learn about bugs and plants. Children plant, tend and harvest fruit and vegetables as well as dig for worms and explore soil, sand and bird seed in their play. However, there is scope to expand children's learning opportunities in the outside area. This will enable them to have more choices and continue to make good progress in their learning and development.

Partnerships with parents are promoted well because managers and staff invite them to be involved in their child's learning. Staff gather a range of information from parents. This allows staff to know the children's likes and dislikes before they start, and therefore enable children to settle quickly. Their progress, based on their starting points, is good. This is shared verbally on daily basis. Parents are asked to share observations and achievements they have seen at home. Parents' comments are very complimentary about the pre-school and the progress that their children have made. Staff provide assorted activities for older children to take and learn at home to involve parents further in their children's learning. However, this has not yet been found to be a successful strategy to consistently involve parents in extending children's learning further at home and is not yet available for the younger age group.

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

Children show that they have a very good understanding of their own safety and how to manage risks for themselves. For example, children butter their crackers with knives safely and skilfully. Staff give guidance and support when needed, for example, if children smear too much spread on their cracker. Staff talk to them about eating healthily and sensibly.

Children display very good behaviour because the staff are consistent in practising effective management methods. This means that children consistently receive clear and reliable messages about behaving safely while having fun. A wide range of resources and equipment indoors encourage children to explore and learn. They show that they have a good understanding of effective hygiene procedures. Children confidently tell staff about why they need to wash their hands before eating. Children's individual dietary needs and preferences are protected because staff have safe procedures to ensure that they are provided with snacks and drinks which meet their individual requirements. Children have a good understanding about leading a healthy lifestyle including food, fresh air and the effects that exercise has on their bodies. They regularly enjoy outdoor activities and equipment as well as bringing equipment indoors if the weather is poor. Children enjoy and learn about where healthy food comes from with good use of gardening activities and growing fruit and vegetables. These activities provide hands on experiences to increase children's understanding of how to live healthily.

Children display close attachments and secure bonds with staff and other children. Each child has their own keyperson in the pre-school who has a detailed understanding of their individual needs. Staff display a nurturing and reassuring approach, which results in children settling in quickly. They show enthusiasm in exploring and investigating the resources and the environment. Additionally, children show they are happy and confident as they share jokes together and giggle with staff who respond warmly. This is effective in promoting children's safety, welfare and well-being. Staff put in place clear and successful plans which ensure that children are well prepared for the next stage in their learning. Effective relationships begin during initial visits to the pre-school. Parents are asked to share detailed information on their children in order to enable key persons to have an accurate knowledge of the individual children. Parents say that they feel their children are very happy and making good progress. Toddlers move on to the older and more challenging room when they are ready. They are well supported; parents and the key person discuss and decide when the children are ready. Short visits are specifically tailored and gradually built up until children are comfortable and secure. This gradual move enables children to make progress at their own pace.

Children are well supported in making good progress in their personal, social and emotional skills. Their rapidly developing independence shows as older children put on their own coat, hat and gloves in readiness for outdoor play. Children visit the toilet independently and routinely wash their own hands. Staff are close by to help them, if needed. Children's well-being is effectively supported by established partnerships between key persons, parents and other professionals in the children's lives. This results in confident and capable children who welcome new challenges as they continue to make good progress in this pre-school.

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

All managers and staff are effective in meeting the safeguarding and welfare requirements, and they demonstrate a good understanding of how to protect the children in their care. Daily risk assessments are carried out in all areas used by children within the

community centre, to ensure that they can play safely. All staff have completed basic safeguarding training and they are familiar with the procedures to be followed in the event of a concern related to child protection. Additionally, the manager carries out robust checks to ensure that all staff are safe and suitable to work with children. Robust recruitment and induction procedures ensure that staff are suitably qualified and experienced. Staff display a clear understanding of their individual responsibilities. This ensures that children are effectively safeguarded.

The manager has a good understanding of her role in monitoring and evaluating the teaching and learning in the pre-school. She observes staff practice and monitors performance through regular supervision meetings and appraisals with each member of staff. Additionally, she monitors and evaluates children's learning records and planning to ensure that children continue to make good progress. This results in a well-organised learning environment where the activities are clearly linked to children's needs. Since the last inspection, the pre-school has made significant improvements to promote good hygiene by refurbishing the whole of the downstairs toddler area. This has significantly improved the health and good hygiene of the toddler room. A successful re-organisation of staff has resulted in children of all ages receiving well-planned, good quality teaching from an experienced and qualified committed staff team. The implementation of an effective performance management system has improved the effectiveness of staff practice by ensuring that staff are qualified, experienced and motivated. Staff have also greatly improved the use observations and assessment to identify learning priorities and plan challenging and motivating learning opportunities. This has had a positive impact on children's progress by providing them with tailored learning opportunities, and, as a result, children are making good progress in their learning and development.

Partnership with parents is good because the pre-school recognises the importance of working together. Parents are able to discuss their children's progress at any time. Consultations and opportunities for parents to be involved in their children's learning are provided. Home activity packs provided by the pre-school are intended to enhance home learning for children, however, this has not been successful. The manager has a good understanding of working closely in partnerships with other settings delivering the Early Years Foundation Stage. Information is shared between all key persons and this promotes a consistent approach in children's learning. The pre-school effectively evaluates the strengths and areas for improvement. All staff are involved and the views of parents and children are valued. This enables the manager to have an accurate view of the quality of the early years provision. Additionally, the pre-school has clear plans of what further improvements they want to make and this shows that they have the capacity to continue to improve.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	403444
<b>Local authority</b>	Essex
<b>Inspection number</b>	903436
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	31
<b>Name of provider</b>	Tye Green Community And Leisure Assn Committee
<b>Date of previous inspection</b>	11/01/2013
<b>Telephone number</b>	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, 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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