

Peter Pan Pre-School

Queen Street Institute, Queen Street, Middlewich, Cheshire, CW10 9AR

Inspection date	23/09/2014
Previous inspection date	10/10/2011

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

- Staff work well together to support children and meet their needs. They facilitate children's learning well, which helps them to make good progress in their development.
- Staff have a clear understanding of safeguarding issues and are confident about how to manage any concerns they may identify. They are well supported by the management to develop their professional practice and through external training.
- Partnerships with parents are strong. They are well informed about their children's progress and make a positive contribution to their assessment, which informs the planning of activities to help children's development.
- Children who speak English as an additional language receive good care. Staff work closely with parents to ensure these groups of children receive good levels of well-targeted support.

It is not yet outstanding because

- The outdoor environment does not fully promote children's learning and development across all areas of learning in the Early Years Foundation Stage.
- Opportunities to develop children's conversation and thinking skills are not always fully maximised.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's self-evaluation folder and improvement plan.
- The inspector observed play and learning activities in two rooms and spoke to staff and children in the indoor and outdoor environment.
- The inspector looked at a selection of children's assessment files and progress tracking information and spoke to the children's key persons.
- The inspector took account of the views of parents spoken to on the day.
- The inspector held a meeting with the manager of the pre-school and conducted a discussion regarding policies and procedures.
- The inspector conducted a joint observation with the manager.

Inspector

Janet Weston

Full report

Information about the setting

Peter Pan Pre-School was registered in 2001 on the Early Years Register and the compulsory part of the Childcare Register. It operates from a church hall in Middlewich, Cheshire and is privately owned. The pre-school serves the immediate locality and the surrounding areas. Children are cared for across two rooms and have access to an enclosed outdoor play area. The pre-school opens Monday, Thursday, Friday from 9.15am to 3pm, and Tuesday from 9.15am to 12.30pm, term time only. Children attend for a variety of sessions. There are currently 27 children attending who are in the early years age range. The pre-school supports a number of children who speak English as an additional language. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 to level 5. 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:

- develop the outdoor learning environment to ensure that all areas of learning are fully promoted and that all children are provided with highly challenging and stimulating experiences
- engage children more fully during snack time, for example, by providing opportunities for open-ended discussions about healthy food, enhancing children's understanding.

Inspection judgements

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

Staff have a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. Staff plan activities around children's starting points and interests, following regular discussion with parents and children. Children are observed by staff during their play, to assess their learning and to identify their next steps in learning. This information is used to inform their planning, which includes opportunities to support all areas of learning. Children are provided with the freedom to explore their learning environment and are confident to do so. Therefore, children are making good progress in their learning and are reaching the level of development typical for their age. This means children are well prepared for their next stage of development and next steps to school. The indoor area is welcoming and stimulating to the children. However, this is not replicated in the outdoor learning environment. Some equipment is not appealing to children, for example, as sand trays are empty and the very small garden area lacks plants for the children to tend. This area does

not support children's learning across the seven areas of learning and development, particularly with regard to understanding the world, mathematics and literacy.

Children are engaged and motivated. Staff support children's learning throughout their play, extending their learning through encouraging children to think. For example, when playing 'doctors' in the home corner, staff ask the children, 'How can doctors hear a heart beating?' Staff also provide children with space and time to explore their own learning independently. Staff work well together as a team and this supports children to make good progress towards the early learning goals. For instance, during the morning, children request a cup of tea and staff further extend this into a bread making activity, developing further the previous days theme of hedgehogs and their natural environment. Staff help the children to make individual hedgehog rolls with raisin eyes. Children delight in showing their achievement to parents when collected. Active learning is skilfully developed by staff who encourage children's involvement and participation. For example, during registration, children are encouraged to share their news and discuss the weather. However, some opportunities to use effective open-ended questioning, in order to further challenge children's thinking skills, are missed, especially during snack times.

Parents are well informed about their child's learning through a variety of methods, such as effective daily verbal communications, notices and opportunities to share learning journey profiles. Parents are invited to share learning from home and this is included in their child's profile. Parents spoken with during the inspection felt well informed about what their child has been doing during their time at the pre-school. Regular progress updates give parents an overview of their child's development, including the progress check completed for children aged between two and three years. The pre-school understands the importance of working in partnership with parents. Prior to starting at pre-school parents complete an All about me document, which gives detailed and useful information about their children. This ensures staff can form an accurate and detailed baseline assessment of each child's starting points. Parents have access to an information board and they also have the opportunity to respond to parental questionnaires. This means parents and the pre-school work closely together to ensure children make good progress in their learning and development. It also means that parents and staff can quickly identify and provide any additional support children may require. The pre-school successfully works with families whose children speak English as an additional language, involving parents and encouraging parents to write notices and words for their visual timetable. This supports children to develop a positive sense of their own identity and culture.

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

Children are confident as they play and explore. They form close emotional attachments with their key person and they develop strong friendships with their peers. Younger children are cuddled and all children receive comfort if they become upset. Consequently, children's emotional well-being is promoted well. Children demonstrate good behaviour, which is influenced by the positive role modelling of staff. Staff have a calm, consistent approach. They give support and guidance that helps children behave well. They remind children to be kind to each other and help children display positive behaviour. For

example, when sitting down for registration and taking turns during activities. The learning environment is generally well-organised into separate areas, such as the role-play area and book area. In addition, opportunities to involve children in sensory play are utilised well, as they access paint and flour. This enables children to explore different textures.

The pre-school is welcoming, friendly and well organised. Children choose from a range of age-appropriate resources and play materials. Staff are vigilant in promoting children's safety. A good system allows only authorised personnel through the door into the pre-school and staff ensure children are always well supervised. For example, at home time all doors are supervised closely. Staff teach children to manage their own safety in the pre-school. They remind children to walk carefully and encourage them to tidy away toys, so the floor area is not cluttered. As a result, children's safety is promoted well. Children receive praise for their effort, which promotes good levels of confidence and self-esteem. Parents report that they can approach all staff to discuss their children. They comment they are 'very happy with the level of care'. Parents contribute information about their child's care and learning needs on entry to the pre-school. The relationship between home and pre-school supports children's developing self-awareness and self-confidence. As a consequence, children are emotionally prepared when they start school. Settling-in procedures help to ensure that children are supported to become familiar with the environment and staff before they start to attend.

Drinking water is available for children at all times and the pre-school provides a range of healthy, freshly prepared snacks, such as fresh fruit. Staff are aware of any special dietary requirements of individual children. Snacks are served to the children in a friendly environment. However, some opportunities to extend children's communication skills during this social time are missed. Staff offer gentle reminders to children about safety, such as how to sit properly on the chair, which helps them to understand how to keep safe. Staff talk to older children about the importance of washing their hands before eating, and children are beginning to manage their personal care, with support, such as toileting. This helps children to develop the skills they need later on, particularly when transferring to school. Outside children are learning how to test their own physical boundaries through the limited play equipment. As a result, children benefit from fresh air and regular physical exercise. This helps to promote children's physical well-being and their understanding about the benefits of being active.

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

Children are effectively protected from harm as staff have a secure knowledge of their roles and responsibilities with regard to safeguarding. Staff request visitor identification and record this in the pre-school's visitors' book. This reminds visitors of the pre-school's mobile phone policy, to ensure children are suitably safeguarded. The safeguarding policy contains detailed procedures to follow in the event of an allegation being made against a member of staff. Suitability checks are carried out on all staff and there are effective recruitment procedures in place. Staff practise the emergency evacuation drill with the children, to support them to gain a sense of what to do in an emergency. Consequently, children are cared for in a safe environment. Staff hold a relevant first-aid certificate and

there is a qualified first aider on the premises when children are present. Effective risk assessment procedures are in place to ensure that the environment is safe for children. The majority of staff have completed safeguarding training and are confident about their role to protect children in their care. Consequently, safeguarding procedures are good and promote the safety of children.

All staff follow an induction and annual appraisal process, along with regular supervision meetings. Furthermore, management monitor the quality of the teaching in the pre-school, as part of the supervision process. As a result, the plans for professional development ensure that any weaknesses or inconsistencies in the quality of teaching are quickly addressed. The manager has a good understanding of the learning and development requirements. Monitoring of planning and assessment is undertaken by the manager and key persons, through regular briefings and meetings. Any identified gaps are discussed with parents. Monitoring systems in place for tracking children's progress are consistently maintained and fully embedded in practice. This enables staff to have all the information needed to fully support children's learning and development to a consistently good level. As a result, children make good progress overall.

Self-evaluation is good. Management use the Ofsted self-evaluation form to identify strengths and devise improvement plans. Recommendations from the previous inspection have been considered and practice improved. The pre-school has strong partnerships with parents. Staff chat to them on a daily basis about their child's achievements and well-being. They get to know parents well and seek to support them in any way possible. For instance, they find out about any significant events in children's lives and build in activities or discussions to help support children as they face changes. Questionnaires are used to provide parents with another way to express their views about the pre-school. Regular newsletters inform parents about the plans for new topics. Parents value the support that the staff team provide. Parents spoken to during the inspection are very positive about how the staff support and meet the needs of their child. Comments include, 'my child is happy, so I am happy'. Staff have established effective partnerships with the schools children will transfer to. They make contact with all schools that children will go on to attend. Staff actively seek help to support children who speak English as an additional language from parents and outside agencies.

The Childcare Register

The requirements for the compulsory 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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY245703
Local authority	Cheshire East
Inspection number	877489
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	36
Number of children on roll	27
Name of provider	Kay Lesley Howden
Date of previous inspection	10/10/2011
Telephone number	07917696151

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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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