

Peter Pan Pre School

St Peters C of E School, Town Street, Rawdon, LEEDS, West Yorkshire, LS19 6PP

Inspection date	09/01/2015
Previous inspection date	03/11/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 knowledge of their safeguarding responsibilities and what to do to protect children. They provide children with strong guidance and ensure that the environment is safe through implementing effective risk assessments, to minimise risks.
- Children receive good support to help them progress towards the early learning goals. This is because the staff plan a challenging and enjoyable range of activities consistently throughout the day.
- The provision works effectively in partnerships with parents and other professionals to support children's individual needs.
- Children have good opportunities to develop their thinking skills and solve problems because the staff ask them open-ended questions throughout activities.
- Children develop positive relationships with the staff and other children. This is because the staff spend good quality time supporting them during activities, and they praise their achievements during the day.

It is not yet outstanding because

- Occasionally, staff do not follow through all areas of learning planned during group activities, which, at times, reduces opportunities to focus meticulously on implementing aspects of children's next stages in learning.
- Staff do not always make the best of opportunities to help children extend their early reading skills, by recognising how to link words they say to words that are written.

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 toured the premises and observed play activities indoors and outdoors.
- The inspector spoke to the children and staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with a manager.
The inspector sampled a range of documents, including evidence of the suitability checks for the staff, the children's records of learning, tracking documents, and policies and procedures.
- The inspector discussed self-evaluation and considered the views of parents.

Inspector

Melissa Patel

Full report

Information about the setting

Peter Pan Pre School was registered in 1993 and is on the Early Years Register. It is situated in a purpose built premises on the site of Rawdon St Peters Church of England Primary School in Rawdon, Leeds, West Yorkshire. It is privately owned and managed. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The pre-school employs seven members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. One staff member holds a qualification at level 6, and three staff hold qualifications at level 2. The pre-school opens Monday to Friday from 8.55am to 3.30pm, term time only. Children attend for a variety of sessions. There are currently 42 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 number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- build on the good quality of teaching in group activities more so that staff consistently promote all the planned learning outcomes that have been identified, to promote each child's next steps in learning
- build on children's developing early reading skills by, for example, making the most of opportunities to teach them how to recognise and link words they speak to written words.

Inspection judgements

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

The staff understand the children's individual learning needs effectively. This results in all ability groups receiving good support to help them progress towards the early learning goals. Children are developing comfortably within the typical range of development expected for their age, according to their starting points and time spent at the provision. The quality of teaching is good. Children make strong progress in solving problems as they count, add and subtract while using small bricks. This supports their mathematical skills effectively. Enthusiastic encouragement and cleverly thought-out open-ended questions from staff support children in successfully achieving the task. Due to the good support that they receive, the children confidently attempt more complicated tasks, which strengthens and extends their developing skills.

The staff plan interesting experiences for the children, which present challenges. For

example, an enjoyable planned activity ensures all ability groups are physically active as they express themselves while making foot prints with paint. Staff consistently talk to the children and the language used is clearly focussed to support children's individual development stage. This effectively supports all children's communication skills, including those who speak English as an additional language and children with special educational needs and/or disabilities. In addition, this good support prepares them well for school. Overall, the observations and assessments of children are effectively targeted, to support children's next stages in learning across the seven areas. However, at times during activities, the staff miss some opportunities to implement all of the planned learning outcomes for all children, such as colour recognition. This means that sometimes children do not have the very best of opportunities to extend all aspects of their learning to the maximum potential.

Overall, children's literacy skills are supported well. For example, children have lots of good opportunities to make marks, with good support from the staff. A successfully presented story encourages children to join in, ask questions and give their view on the content of the story. However, the staff do not make the very best of opportunities to help children link spoken and written words together as they play and explore, to maximise their early reading skills. Good partnerships with the parents are established. This ensures that the two-way flow of information is consistently shared to support children's learning and development. For example, the gathering of information from parents before children attend the provision is used to target children's future learning. Staff and parents work together to help children develop their skills, such as their speech and confidence.

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

Children's well-being and emotional security is effectively supported. This is because key people are assigned to them and they give them good quality support. This includes finding out information from the parents about the children's individuality so that the staff can meet their needs. The good support children receive also results in them forming positive relationships with the staff and other children. This includes, involving children equally in activities and encouraging them to share toys, take turns and listen. Children are also supported well because they receive regular praise from the staff for their achievements. This all results in children learning to manage their feelings and behaviour, and their behaviour is good. Children are motivated to learn because staff are skilful at talking to and guiding children, which supports children in carrying out tasks successfully. Staff encourage children's independence effectively. For example, they encourage them to make choices, such as when to eat their snack, which is healthy and includes varied fruit options. Children are developing a good understanding of the importance of living a healthy lifestyle. This is because they receive a balance of indoor and outdoor activities that promote exercise, such as climbing outdoors, using the trampoline indoors and acting out stories.

Care routines are carried out successfully. For example, children are encouraged to wash their hands at appropriate times and they demonstrate a good knowledge of the importance of hand washing. Staff discuss the importance of good hygiene practice with

the children. The environment is hygienically maintained, and the provision in all areas inside and outdoors is risk-assessed effectively. This ensures that the children can play and investigate safely. The staff teach children about safety. For example, they discuss why it is important to tidy toys away and they guide them effectively as they explore paint with their feet, so that they don't slip. This helps the children think about how to keep themselves safe and to consider other people within the environment.

Children receive good support to develop strong skills, for example, social and independence skills. This prepares them effectively for when they move from the provision to nursery and school. Staff prepare children well in a variety of ways. For example, they talk to them about the changes that will occur. They invite teachers from the neighbouring schools to visit the provision to talk to children before they move. In addition, children have opportunities to visit the school. Staff ensure parents are aware of these processes, to enable all parties to support the children effectively at this time.

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

The management demonstrate a strong overview of the safeguarding and welfare requirements. This is reflected in the good support staff receive in implementing children's safety within the environment, indoors and outdoors. Staff have a good knowledge of the signs and symptoms of child abuse and they have a clear understanding of their role with regard to implementing safeguarding procedures, if required. The safeguarding policy is effective in ensuring that the staff and parents are fully updated on the procedures in place to keep children safe from harm. Employment procedures are successfully implemented. This is because the management have ensured that appropriate background checks are carried out to ensure staff's suitability to work with the children. Induction procedures are in place for any new staff, although there have been no changes to the staff team for five years. Regular staff appraisals provide staff with the clear guidance to help them support children. The staff qualifications provide them with clear underpinning knowledge, which they use to support children's all-round development. In addition, all staff go on regular training courses, such as safeguarding and first aid, to develop their knowledge and practice, and therefore support children. The management make sure that the learning and development requirements are promoted effectively for children. For example, they work together as a team and they observe and evaluate how the staff support children with their learning and development. This includes reviewing the progress of all the children and discussing how effectively activities are implemented.

Evaluation is effective because the staff have regular meetings to discuss their views and seek guidance on how to improve the operation of the provision. The management and staff know their strengths and weaknesses. They strive to continue to move the provision forward to support children. The recommendations from the last inspection have been effectively addressed. For example, documentation has been updated to reflect the requirements and now supports children's well-being and safety. Parents are provided with more detailed and relevant information, which keeps them better informed. The outdoor area provides improved opportunities for children to learn about living things, such as

insects. This improves children's learning opportunities. Parents voice their views through discussion and through the use of questionnaires. The results of the questionnaires that were sampled, demonstrate that the parents are happy with how children settle at the provision and their progress. Parents spoken to at the inspection spoke positively regarding how the provision keeps their children safe, and they comment that the staff are friendly and support children's development well. Children have a voice by making choices about what they wish to do, and they are effectively supported in carrying out their chosen tasks.

Staff form good relationships with the parents, working closely with them to support the children's care needs and learning effectively. The staff form appropriate relationships with other provisions where children may attend in the future, such as the local schools. For example, appropriate information is shared to support children's individual needs. Staff are also fully knowledgeable of the importance of working in partnership with other professionals, such as the local authority or early intervention services if required. This ensures that the staff are well prepared to support children's differing needs.

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	512659
Local authority	Leeds
Inspection number	869460
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	42
Name of provider	Elaine Mackey & Pam Smithson Partnership
Date of previous inspection	03/11/2009
Telephone number	0113 2504201

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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