

Peter Pan and Tinkerbell Pre-School



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

Inspection date	7 March 2018
Previous inspection date	10 January 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff know children well. They talk confidently about where children are in their learning and development and what they need to do to support their continuing progress. All children make good progress.
- Transitions from home to pre-school are managed well to enable children to settle easily. Home visits are arranged so that staff can see the children in familiar surroundings. Settling-in procedures are tailored to the individual needs of each child.
- Staff are caring and kind, and form good relationships with children. Children are happy and settled. They are confident to explore the activities and environment.
- Strong focus is placed on nurturing the positive partnerships with parents. Staff provide ongoing opportunities for exchanging information with parents about children's learning.
- Staff provide good support for children who speak English as an additional language and children who have special educational needs (SEN) and/or disabilities. They work effectively with other professionals, such as speech and language therapists to support children's individual communication needs.

It is not yet outstanding because:

- Staff do not always make the most of opportunities to extend and build on older and most-able children's learning.
- Monitoring of staff's practice is not rigorous enough to identify and address inconsistencies to raise the quality of teaching to the highest level.

What the setting needs to do to improve further

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

- increase staff's understanding of how to extend and provide more challenge for the older and most-able children to ensure consistently high-quality learning experiences
- sharpen the focus of monitoring procedures for staff to identify any inconsistencies in practice and support staff to raise the quality of teaching to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed joint observations with the deputy manager and the manager.
- The inspector had discussions with the provider, the manager and staff. She looked at relevant documentation and evidence of the suitability of adults in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Clair Stockings

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The management team ensures that staff access regular safeguarding training. As a result, staff understand their statutory responsibilities and know the process to follow if they have any concerns about a child's welfare. Recruitment and vetting procedures are good and ensure that staff are suitable to work with children. Self-evaluation is effective. The management team strive to provide a high-quality provision. They encourage and act on feedback from children, parents, staff and advisers to continually improve their service. Parents are highly complimentary about the pre-school and feel that their views are actively considered. They comment on the very good standards of care and the positive progress their children are making.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn. They use their observations and assessments of children's development to plan interesting activities that engage them effectively. Staff respond well to children's choice of activities and move around to deploy themselves effectively to support children well. They get down to the children's level and sensitively participate in children's play. Staff provide many opportunities to extend children's communication skills. They engage in meaningful conversations with children and encourage them to share their experiences from home. Staff introduce new vocabulary in context as they share favourite books together. Younger children enthusiastically join in moving and singing along to favourite action rhymes.

Personal development, behaviour and welfare are good

Children, parents and carers receive a warm welcome when they arrive at the pre-school. Children of all ages quickly settle into the routines of the day. They demonstrate a real sense of belonging in the setting. Staff build secure and positive relationships with children and take time to get to know them. Children's behaviour is very good. Staff are positive role models and provide consistent guidance and praise to help children understand what is expected of them. Staff organise the space well so that children make independent choices about where they play and explore. Children learn about healthy lifestyles. They help themselves to fresh fruit, pour their own drinks and tidy up after they have finished their snacks. They have regular opportunities to be physically active outdoors.

Outcomes for children are good

All children, including those for whom the pre-school receives additional funding are making good progress from their starting points. They are keen to explore and investigate. Children develop good listening, speaking and social skills. They communicate well with each other, staff and visitors. Staff support children to count and talk about shapes as they play and help them to develop good mathematical skills. Children show good levels of independence and are keen to do things for themselves. They actively gain key skills that prepare them well for the move on to school.

Setting details

Unique reference number	403444
Local authority	Essex
Inspection number	1087830
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	50
Number of children on roll	42
Name of registered person	Tye Green Community And Leisure Assn Committee
Registered person unique reference number	RP524059
Date of previous inspection	10 January 2014
Telephone number	01279 866121

Peter Pan and Tinkerbell Pre-School registered in 2001. The pre-school employs 11 members of childcare staff. Of these, two hold appropriate early years qualifications at level 4 and six are qualified at level 3. The pre-school opens from Monday to Friday during term time. Sessions are from 8am until 2pm.

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