

Inspection of Peter Pan and Tinkerbell Pre-School

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

Inspection date: 27 January 2022

Overall effectiveness	Inadequate
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and well-being have been put at risk because the provider failed to follow the correct reporting procedures while managing a child protection concern. However, teaching and learning are good, and the new manager is working well with staff, children and parents. Children clearly feel safe and enjoy learning. They move around the pre-school with confidence, and interact warmly with all members of staff and each other. Staff know the children and their families very well. Children are listened to and their interests are taken into consideration. Staff plan learning opportunities that enable children to use their existing knowledge and skills.

Routines include emphasis on building independence. Children relish tasks such as organising their handwashing and helping themselves to different toys as they plan their games. They learn to manage personal tasks well. For example, when they begin at the pre-school, they first learn where to hang their coat and store their belongings safely. This helps them to learn about taking responsibility. Children clearly enjoy this freedom and can be observed using different methods to put on their coats. They listen to and watch the visual demonstrations provided by staff or older peers, showing them how to master more complicated tasks, such as zips, poppers and hook-and-loop straps.

What does the early years setting do well and what does it need to do better?

- Ineffective leadership and management by the provider mean that essential policies and procedures for the safe management of the pre-school are not updated as and when required. In addition, those available for staff to refer to are incorrect and do not meet with current legislative guidance. This is in regards to the safeguarding, child protection and complaint policies and procedures. As a result, correct and swift action in response to incidents has not been followed. This also means that other professional agencies have not been contacted in a timely manner.
- The provider has failed to ensure that Ofsted is kept updated with necessary information so that checks can be complete when there are changes to committee members.
- The provider has not ensured that all records are easily accessible and available for inspection purposes. In addition, where records have been checked, the provider has failed to ensure that the correct required information is recorded for future reference. However, the provider has recently employed new pre-school and administration managers. Both have begun to provide support to update all policies and procedures. This will help to ensure that the correct protocols are followed in future.
- Parents speak highly of all staff. They talk about how they observed the

progress of their children's social and communication skills slow down during the COVID-19 pandemic lockdowns, when they were unable to attend the pre-school and socialise with friends. Parents comment how they have noticed the positive changes in their children since returning to pre-school. They attribute this to the dedicated staff team, their energy and knowledge and the leadership of the new manager.

- Staff are kind and respectful towards children and each other. They encourage children to make choices in what they do. Staff seek children's agreement prior to helping them with hygiene routines, such as when they need to change their nappy. Children receive lots of praise for their efforts and achievements. This helps them to build good levels of self-esteem.
- Children show interest in whatever they are exploring, either inside or outside. For instance, during outside play, older children organise turn taking on the new ride-on toy motorbike using a sand timer.
- Younger children show delight while playing with cars and take great pleasure in speeding them down a curving toy garage ramp. Children learn to master the actions needed to launch the cars successfully. They hold the car firmly between finger and thumb, then position it at the very top of the ramp. With one quick movement of the hand, it begins its journey. With great excitement, children tell those nearby to 'watch car go'. Staff provide encouragement and promote new vocabulary as they talk about how 'fast' the cars go 'along' the floor. Children continue playing, absorbed and excited as they watch them travel down the ramp and speed out across the floor.

Safeguarding

The arrangements for safeguarding are not effective.

The provider has failed to ensure that safeguarding policies and procedures are clearly written, so that they can be easily understood and followed correctly. This includes what they need to do in the event of an allegation being made about a member of staff. Despite this, staff show a good knowledge about the possible indicators of abuse and neglect. They know what to do should they have any concerns about a child's welfare. Staff receive regular training and updates about wider safeguarding issues, such as the risks relating to children being exposed to extreme views. The recently appointed manager is now the pre-school's designated safeguarding lead and has completed relevant training. She regularly updates her knowledge on a wide range of safeguarding topics. This helps her to recognise and take appropriate action in response to any safeguarding or child protection concerns.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
implement, without delay, a policy and procedures to safeguard children; these should be in line with the guidance and procedures of the relevant local safeguarding partners and the safeguarding policy and procedures must include an explanation of the action to be taken when there are safeguarding concerns about a child and in the event of an allegation being made against a member of staff	31/03/2022
ensure that clear procedures are in place with regard to notifying agencies with statutory responsibility, without delay, when there are concerns about children's safety and/or welfare	31/03/2022
ensure that there are clearly understood and implemented processes to inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises	31/03/2022
ensure Ofsted is supplied with the necessary information so that the checks can be completed when there are changes to committee members	02/02/2022
ensure that information is recorded about the identity checks and vetting processes that have been completed for members of staff, including the criminal records check reference number, the date a check was obtained and details of who obtained it	31/03/2022
make sure that records are easily accessible and available, for example, during inspections	31/03/2022
put in place a written procedure for dealing with concerns and complaints from parents and/or carers	31/03/2022

<p>ensure that the written procedure for dealing with complaints includes details for parents and/or carers about how to contact Ofsted if they believe the provider is not meeting the early years foundation stage requirements.</p>	<p>31/03/2022</p>
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Setting details

Unique reference number	403444
Local authority	Essex
Inspection number	10219998
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	50
Number of children on roll	21
Name of registered person	Tye Green Community And Leisure Assn Committee
Registered person unique reference number	RP524059
Telephone number	01279 866121
Date of previous inspection	7 March 2018

Information about this early years setting

Peter Pan and Tinkerbell Pre-School registered in 2001. The pre-school employs three members of childcare staff and an administration manager. Of these, all hold appropriate early years qualifications at level 3 and level 4. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am to 12.15pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Clements

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the pre-school.
- The manager and inspector completed a learning walk of the pre-school.
- The inspector had discussions with the manager about the learning taking place.
- Children spoke to the inspector about what they enjoy doing in the pre-school.
- Parents and staff spoke with the inspector at appropriate times during the inspection.
- The inspector reviewed relevant documentation, including the suitability checks of all adults working in the pre-school.

We carried out this inspection 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.

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