

Peter Pan Playgroup

Inspection report for early years provision

Unique Reference Number	113640
Inspection date	25 April 2007
Inspector	June Fielden
Setting Address	Copthorne Village Hall, Copthorne, Crawley, West Sussex, RH10 3RE
Telephone number	07704897842
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Registered person	Peter Pan Playgroup
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Peter Pan playgroup is run by a committee. It opened in 1993 and operates from one large room in a village hall. It is situated in Copthorne, Crawley. A maximum of 26 children may attend at any one time. The playgroup is open each weekday from 09.15 to 12.00 during term time only. The playgroup use an outdoor play area, which is situated next to the hall.

There are currently 47 children aged from two and a half to under five years on roll. Of these, 30 receive funding for early years education. Children come from the local catchment area. The playgroup currently supports children who speak English as an additional language.

The playgroup employs seven members of staff. Of these, four hold appropriate early years qualifications and two are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is maintained through effective hygiene routines. They wash their hands before eating and after using the toilet, to prevent the spread of infection. Children also use liquid soap and paper towels when cleaning their hands, to avoid the risk of cross-contamination.

Children help themselves to water as required, to ensure they are not thirsty. They can choose when they wish to eat their snack, and staff are conscious of the need to provide healthy food for children. They are offered fresh fruit, raisins and raw vegetables, which are donated daily by parents. Several staff have completed food hygiene courses, as they handle children's snacks. Children's allergies have been identified, and all staff are aware of these.

Children either exercise in the nearby play park, or the hall from which the group operates. They keep fit playing on the swings, slide and other equipment in the play park. Children develop an awareness of the space around them using the parachute in the hall, or on the area of grass next to the play park. When children remain inside, staff set up a broad range of equipment for them to use, after the other activities have been cleared away. Children use a variety of movements, as they run after the hoops they roll along the floor, and strengthen their muscles on the climbing frame. If children are tired they can sleep or rest quietly on the bean bags in the large book corner.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm and welcoming environment. Staff greet children by name on arrival, and they move around the hall freely, selecting the activities they wish to participate in for themselves. A selection of colourful posters and pictures are displayed on the walls, making the setting attractive to children. There is a wide range of toys and equipment, appropriate to the needs of all children. The resources which are put out for children to use are regularly rotated, and are easily accessible to them.

Effective measures have been arranged to protect children from harm in the event of an emergency. There are several fire extinguishers in place, and a fire blanket is accessible in the kitchen. Staff hold regular fire drills, and ensure they use all the exits from the hall, to enable children to become familiar with how to evacuate the building. Children are made aware of how to keep themselves safe. For example, they are told not to crawl under the parachute while it is being shaken by other children, as they could get hurt.

The manager is responsible for child protection issues, and all staff have had training in this subject, in order to safeguard children's welfare. Any worries about children will be recorded by the manager, and kept confidential. She will seek advice where necessary, and report her concerns to the appropriate authority.

Helping children achieve well and enjoy what they do

The provision is good.

Children are encouraged to be independent as soon as they start attending the playgroup. Their effective settling in policy ensures that children are confident, understand routines, and

are able to access equipment for themselves. Children are responsible for helping staff to tidy away resources, which raises their self-esteem. Staff participate in children's games, extending their play. Younger children are given a cuddle when needed, for reassurance. Staff develop children's language skills by engaging them in conversation about familiar subjects, such as events that have taken place at home. They join in the same activities as the older children, and benefit by observing them and following their lead. Staff use the Birth to three matters framework when planning activities for younger children. They complete development records for them, which are based on the observations they have made.

NURSERY EDUCATION

The quality of teaching and learning is good. Nursery education is on-going throughout the session. Activities and resources are set out for children to decide which tasks they wish to participate in. There are also workshop trolleys to cover some areas of the curriculum. Many activities are child led. If children show particular interest in an activity they will be encouraged to develop this further. Staff are patient with them, and clearly explain activities. They teach children games by modelling how they should be played. Staff talk to children about their tasks, and make suggestions about what they can do next, encouraging them to develop their concentration span. They build strong relationships with children, by following up their comments and showing an interest in what they say.

Most staff have had training in the Foundation Stage Curriculum, and they all have some input in the planning. The manager is mainly responsible for writing up the plans. These consist of a two year rolling plan, which covers all aspects of the six areas of learning, medium term planning and weekly planning. Members of staff take their turn to write the focused activity plan each week, which includes details of how to support the children who need assistance, and extend those who require more of a challenge. However, the majority of the weekly planning does not include this detail, to assist staff who may not be familiar with the needs of all children. Also, when children are in a large group, during physical play, or at story time, they are sometimes restless. This is because the activities do not always engage the interest of all. As a result, this impacts on children's learning.

There is an effective system for assessing children's achievements. Staff make regular observations on the children for whom they act as key workers. These observations are quite detailed, and are used as evidence to complete children's profiles. Staff use this information to tell the manager if there are any areas of the curriculum in which children are not making sufficient progress. These can then be included in future planning. Photographs and samples of children's work are also kept as evidence of their achievements. Children's records show that they are making good progress in the Foundation Stage.

Children approach staff and visitors confidently, as they are used to being spoken to in a pleasant and friendly manner by staff. They engage children in conversation, developing their use of language by asking them questions related to the activities they are engaged in. At snack time staff encourage children to speak and interact in a group situation, taking account of what others have to say. They develop children's independence through daily routines. For example, when children enter the playgroup in the morning they identify their own name label and fix this to a basket, which they place their belongings in it during the session. Children help themselves to resources, some of which are placed in small drawer units which are attractive and child friendly. As a result, this encourages them to use the materials they contain, including different types of paper, pens and pencils, to develop their mark making skills. Pencils are attached to the painting easels to enable children to attempt to write their own name on their

work. If children wish to sit quietly they can look at the broad range of books available in the book corner. A member of staff is generally positioned nearby, to sustain their interest by sharing a story with them. The bookshelves contain atlases and books with pictures of people from other countries, to enable children to take an interest in the world around them.

Children learn number skills through everyday activities, such as counting the pieces of fruit they take for their snack. Staff encourage children to learn to count through the games they play, such as matching the number of dots on the die to the cards they are playing with. Children join in enthusiastically, as when the game is completed they can turn the cards over to make up the colourful puzzle that is on the back of them. Other activities introduce children to simple calculation. They count the total number of dots on two dice before being able to move their pieces on the game board. Children also have access to educational games on the computer, using a child size mouse to develop their information and communication technology skills.

Children have a good understanding of the names for different colours, and can distinguish one shade from another. Painting materials are available to children throughout most of the session, allowing them to experiment freely with a variety of colours. They further develop their creativity as they use their small muscle skills to make models with the construction equipment. Children play with the dressing-up resources, and with assistance from staff children use their imagination to turn the role play area into a hat shop. They also express themselves through music, as they march around the hall playing the musical instruments, or join in with the group singing at the end of the session. Children begin to show a sense of rhyme and rhythm as they accompany their songs with body movements.

Helping children make a positive contribution

The provision is good.

Children are all treated equally by staff, who recognise and celebrate any achievements they make. For example, a member of staff took a photograph of one child who had spent some time building a tall tower of bricks. A copy of the picture is given to the child's parents, so that they can share in their success. Staff obtain information on children's individual needs when they start at the playgroup. They remind children that everyone is special, and that they can all be involved in the activities that are on offer. Staff work with other professionals when supporting children with learning difficulties or disabilities. They encourage them to join in with the rest of the children, and provide extra assistance, as required.

Staff are always very positive with children, and give them plenty of praise. Consequently, children generally behave appropriately. Staff explain why certain conduct is inappropriate, such as knocking down other children's models. They generally try to distract children when they misbehave. If this continues, staff work with parents to find strategies they can all use, to ensure continuity of care. Children co-operate well during their play, amiably engaging each other in conversation as they complete activities. Staff celebrate children's birthdays with them. They are presented with a card that is signed by members of staff, and all of the children sing to them. This raises their self-esteem, and allows children to feel valued by the group. The setting fosters children's spiritual, moral, social and cultural development.

The partnership with parents is good. The staff and the committee provide parents with regular newsletters. These keep them informed of matters such as fund raising events, and details of the new equipment the group intend purchasing. There is a parents rota, to encourage them to be actively involved in the playgroup. The notice board provides them with all the necessary information, such as holiday dates, and a copy of the policies. These include the complaints

procedure, to ensure they are aware of how to proceed, should they wish to raise a concern. However, some of the literature displayed provides inaccurate information about the playgroup. As a result, this impacts on their partnership with parents.

There is an effective settling in policy, and parents are encouraged to accompany their child to some of the playgroup sessions prior to their starting date. Parents are very positive about the group and pleased with the care provided for their children. They are happy with the information they receive about the groups activities and their child's progress. There is plenty of opportunity for parents to exchange information with staff at the end of the morning. Parents are aware of the key worker allocated to their child, and know that they can make an appointment to see them. They can view the records held on their child at any time. Staff provide parents with advice to assist them in supporting their child with any difficulties they may experience, such as forming their letters correctly in lower case. Parents are given information about the Foundation Stage curriculum, and how children's records are completed when their child starts at the playgroup. The weekly planning is displayed in the hall, to inform parents about what their children are learning. The setting occasionally holds an evening session for parents, to raise their understanding of how children learn. At these events parents can play with the resources provided for the children, while staff explain how they benefit from the activities.

Organisation

The organisation is good.

Children are cared for by well qualified and experienced staff, as effective recruitment and induction procedures are in place. Staff are encouraged to attend training to keep their knowledge up to date, and as a result over half the staff hold appropriate qualifications. There is an induction procedure for new staff, and they are provided with their own copy of the staff handbook, which includes the groups policies. All policies and procedures are reviewed regularly, and the complaints record is available to parents. Staff ratios are well met, and contingency arrangements are in place to provide cover for staff if any are absent. The register is effectively completed, and all records are stored securely, to ensure confidentiality is maintained.

The leadership and management of the setting is good. The manager organises staff effectively, checking that everyone is aware of their responsibilities for the session before children enter the setting. Staff know their duties, and perform these without the need for further direction during the morning. They work well as a team, and are supportive of each other. The manager conducts annual staff appraisals, and their training needs are discussed at this time. There are regular staff meetings, at which future planning is discussed, and plans from the last half term are evaluated. Weekly plans currently lack detail, and group activities do not always capture the interest of all children. However, because of the further training the manager is attending, the playgroup is in the process of changing the way in which children work. There is a development plan in place, and as a result, the manager will be delegating more responsibility for planning to all members of staff in the future. The provision meets the needs of the range of children for whom they provide.

Improvements since the last inspection

The last care inspection recommended that children's full names are entered in the accident log, and that parents are advised, and sign all accident's recorded. It was also recommended that all visitors are recorded, that there is a procedure for lost and uncollected children, and

that a suitable child protection procedure is in place. The recommendations included making parents aware of how to contact Ofsted.

The playgroup now ensures that parents are advised of all accidents. They sign the entry in the record book, which shows children's full name, in order to safeguard their wellbeing. All policies and procedures referred to in the recommendations are in place, and a record of visitors to the setting is kept, to ensure children's safety. Parents are made aware of how to contact Ofsted in the playgroups complaints procedure, in order to protect children's welfare.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that all information provided to parents about the playgroup is accurate.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that the planning includes greater detail of differentiation, and that group activities engage the interest of all children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk