

# Peter Pan Playgroup

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 109793  |
| <b>Inspection date</b>         | 05 July 2007  |
| <b>Inspector</b>               | Michele, Karen Beasley  |
| <b>Setting Address</b>         | Methodist Church Hall, Station Road, Petersfield, Hampshire, GU32 3EB |
| <b>Telephone number</b>        | 01730 233862 (church) or 07732 277107                                 |
| <b>E-mail</b>                  |   |
| <b>Registered person</b>       | Allyson Murray and Ruth Edbrooke-Stainer                              |
| <b>Type of inspection</b>      | Integrated  |
| <b>Type of care</b>            | Full day 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](http://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 registered in 2000 under private ownership. The group operates in the Methodist church hall, which is close to Petersfield town centre. It takes children from the local community.

The pre-school is registered to take 26 children between two and five years although it is the group's policy to not take children who are younger than two years nine months. There are currently 28 children on roll. This includes 22 funded children. The provision welcomes children who have learning difficulties and/or disabilities and those for whom English is not their first language, although none are presently attending.

The setting is open on Mondays and Wednesdays between 09:00 and 15:00 and on Tuesdays and Thursdays between 09:00 and 12:00. The children who attend for the whole day bring their own packed lunches. Some children attend for the morning session only. There are five practitioners who work in the setting including two managers. All but one practitioner is qualified. Two have current first aid training. The group receives support from the Early Years Childcare Partnership and the Pre-school Learning Alliance.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children are beginning to understand the importance of healthy eating. Practitioners help children to learn about healthy eating through daily discussions and posters displayed around the setting. They use snack times as a social time, talking about which types of food are good for the children such as cucumber, carrots, bananas and encourage the use of good manners. A child is chosen to count how many children are on their table. They then go and pick out the correct number of drinks which includes milk cartons or water already poured into cups. However, children do not develop their independence at these times, as staff prepare the children's snack, drinks and portion out the food for them.

Children understand the importance of good self-care skills as they wash their hands at appropriate times. They talk about why they need to wash the germs away and how these can spread if they do not follow good hygiene routines. Children gain an increasing understanding of how to look after their bodies, for example through relevant topics such as 'All about me'.

Practitioners are fully aware of the systems to record all accidents and the administration of medication, helping to keep the children healthy and ensure the parents are well informed. Parents sign all records to acknowledge the entries. They give written consent for emergency medical treatment and for medication to be administered. Management ensure that there is always a member of staff on site with current first aid training. This ensures the children will receive immediate treatment in the event of an accident.

Children have ample opportunities to develop their large muscle skills, climbing and balancing on the climbing frames indoors, riding tricycles and participating in music and movement rhymes. Children move around the setting freely and with confidence from one play area to another. They move with imagination, pretending to be kings and princesses, casting spells with their wands. Children are developing good spatial awareness, for example they move their chairs closer together to allow others to sit down. They confidently use a wide range of small equipment to increase their manipulative skills, such as scissors, pencils, brushes, rollers and cutters, which enables them to develop control and co-ordination.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are well cared for in a safe and secure environment. Good use of the available space enables them to move freely within the pre-school, confidently accessing well maintained toys and resources. Comprehensive risk assessments are in place covering all aspects of the provision. Children practise fire drills, which are recorded. All practitioners are aware of their individual roles and responsibilities towards the safety of the children and the premises, as they share them with other users. The entrances are kept locked and visitors sign in and out of the building, keeping the premises and children secure and ensuring that no unvetted visitors have access to the children.

Children are well protected by staff who have a clear understanding of child protection procedures and know how to protect themselves against any allegations which may be made against them. Parents can access information about the pre-school's child protection policy from the folder provided. Secure systems are in place to ensure children leave with adults who

are known to practitioners and details are obtained from parents regarding who can and cannot collect their child, which contributes to ensuring children's safety.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Practitioners good knowledge and understanding of child development ensures the exciting range of activities and experiences provided are suitable for all children within the setting. They plan a very stimulating curriculum for funded children and use the Birth to three matters framework well for younger children. Children are encouraged to think of others and help them if they are younger or less able.

Children show an enthusiasm for learning and enjoy their time at the pre-school. They achieve well because staff use their knowledge of each child and how children learn to encourage and support their thinking. Practitioners stimulate learning through listening to and questioning each child as they play. Children are secure and settled and are able to form positive and caring relationships with each other and the practitioners. They happily participate in the planned activities but equally enjoy initiating their own learning, for example, through role play.

Nursery education.

The quality of teaching and learning is good. Children are making good progress in all areas of learning because of the practitioners knowledge of their individual needs. Practitioners provide an environment where children have a wide choice of practical activities set out for them. However, children do not have opportunities to access equipment and resources from accessible storage to develop their play. Children's work is valued and used for display purposes, providing a very colourful and stimulating environment. Plans cover all areas of learning and identify clear learning intentions for activities. Observations of children's progress are ongoing, all practitioners record individual achievements clearly and they collate the information to inform the curriculum.

Children are happy, enjoy the activities on offer and have a positive attitude to learning. They play very well together and develop good relationships. They understand that the provision has rules and boundaries. Children use language to organise their play, for example, when dressing up they talk about making a crown and a wand to cast spells on each other. They enjoy rhymes, dance spontaneously to music and many are able to listen attentively at whole group story time. Evidence shows that they are beginning to recognise the shapes of letters as they take part in phonics activities or talk about the letter of the week. Children are gaining confidence in using one handed tools such as paintbrushes and pencils and some can write their own names. However, the resources and equipment provided for emergent writing is limited.

Children develop a good sense of number, shape and measure through purposeful play and everyday activities. They count and calculate on a daily basis at welcome time, identifying the number of the month and day of the week. Children use language well to communicate. They are confident to initiate conversations with adults and each other. They learn to recognise their written name through daily routine. They take part in weekly sessions where they learn songs and recite numbers up to 10. They are able to recognise simple shapes such as triangles, circles, rectangles and squares.

Children care for and learn about their local environment through planting flower seeds and strawberry plants. They enjoy visitors to the setting, such as the police, and go on visits to the local library. Staff plan exciting topics which enable children to develop a good understanding of other countries, cultures and celebrations. This includes children taking the pre-school teddy bear on holiday with them, and on return learning about the country or place he has visited. Evidence shows that children make individual Christmas cakes and try Chinese food at Chinese New Year. Children receive good opportunities to use simple electronic equipment such as a cassette recorder, calculators, telephones, electronic toys and a lap-top to complete simple programmes to support their learning. They make and design with malleable and hard materials such as play-dough and stickle bricks, making sets of traffic lights and people with short and long arms. However, craft activities are very prescribed. Consequently, this does not give children the opportunity to extend their own learning. New children settle in well and gain a sense of time as they learn the routines of the pre-school. They respond well to practitioners and help at tidying up time.

### **Helping children make a positive contribution**

The provision is good.

Children have a very positive attitude towards themselves and one another and recognise the need to share and take turns when involving themselves in each others' play. They show concern for one another and respond sensitively when a child becomes sad. Children's behaviour is extremely good. They understand the difference between right and wrong and respond well to the extremely clear and consistent boundaries set by practitioners. They learn about the world around them exploring different countries such as Australia. These are linked to discussions and activities. Consequently, children begin to recognise and value the similarities and differences between themselves and others. This positive approach fosters children's spiritual, moral, social and cultural development.

The setting supports children with learning difficulties and/or disabilities and children with English as an additional language. Children are encouraged to be sensitive and show an awareness of others' needs through daily routines and general conversation.

The partnerships with parents are good, which enhances children's learning. They are well informed about what their child is involved in on a daily basis through discussions. Detailed information about topics and activities are available through regular newsletters and on information displayed. This encourages the parents to play an active role in their child's learning. Parents are given information about their child's individual progress towards the Early Learning Goals and progress reports which encourages parents to make written contributions about their children's learning, enabling them to fully contribute to their child's education.

### **Organisation**

The organisation is good.

Daily routines are organised well and run smoothly. The children move freely from one activity to another, never having to wait around. This ensures they are fully occupied and interested throughout the stimulating sessions, which has a positive effect on behaviour. The high staff to child ratios are maintained at all times and staff deployment is very effective in all areas of the setting, enabling staff to provide high quality support and supervision for all the children. The setting meets the needs of the range of children for whom it provides.

Effective procedures are in place to ensure all adults are checked and new staff complete an induction programme, ensuring children are safe. Children are well protected because all policies and procedures are implemented effectively. Paperwork and documentation is reviewed and up-dated to reflect current practice within the setting.

The leadership and management of the setting is good. The provision's managers support the practitioners extremely well. The managers are responsible for the day-to-day running of the setting and the performance and contributions of the staff team. Clear roles and responsibilities are defined, enabling each member of the team to contribute fully to the running of the group. The managers provide good support for all practitioners and are knowledgeable, offering advice and suggestions through observation and discussion to improve the quality of care and education throughout the provision.

The setting successfully assesses its own strengths and weaknesses through continually monitoring, evaluating and reviewing practice as a whole. Practitioners have appraisals which are used to identify strengths, weaknesses and training needs. The staff team work well together, providing a highly stimulating environment for the children.

All of the practitioners are responsible for effectively monitoring and evaluating their part of the curriculum and delivery of the nursery education. Each activity is evaluated, taking account of the resources, numbers of children, level of differentiation and how the aims and objectives are or are not met. Practitioners all contribute to the curriculum, using their key worker notes and observations to ensure each child's individual needs are covered in the short term planning, helping each child to reach their full potential. Children benefit from the knowledge and experience of the practitioners. They are totally committed to ensuring that the quality of care and education is continually improved for all the children.

### **Improvements since the last inspection**

At the last inspection the setting was asked to ensure the daily record of attendance and the policies and procedures of the setting comply with the requirements of the National Standards. Full names of the children and arrival times are being recorded in the attendance register. Policies and procedures are reviewed and are up-dated when necessary to reflect current guidelines. The provision was also asked to obtain written parental consent to seek emergency treatment/advice. The setting has re-devised its registration forms to include written parental consent to seek emergency medical treatment/advice. This consequently ensures the children's safety in the event of an emergency. The setting was also asked to provide the children with more opportunities for healthy eating at snack time. During snack time children are provided with several healthy options of fresh fruit or vegetables. This ensures children develop an understanding of healthy eating.

### **Complaints since the last inspection**

Since 1 April 2004 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):

- provide opportunities for children to prepare their own snack, pour their own drinks and portion out food
- ensure children have opportunities to access equipment and resources from accessible storage to develop their play

#### **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):

- develop opportunities for children to extend their creativity and independence by self-selecting from craft and writing materials.

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