

Peter Pan Play School

Inspection report for early years provision

Unique Reference Number	122566
Inspection date	15 October 2007
Inspector	Carol Newman
Setting Address	United Reformed Church Hall, Keswick Road, Bookham, Leatherhead, Surrey, KT23 4BE
Telephone number	07815 110621
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Registered person	The Trustees of Peter Pan Play School
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Peter Pan Play School is a committee run group. It opened in 1992 and operates from the United Reformed Church Hall in Bookham in Surrey.

A maximum of 26 children may attend the play school at any one time. The play school is open Monday, Tuesday, Wednesday and Friday from 09:15 to 12:00, term time only. Children have access to a secure, enclosed outdoor play area.

There are currently 22 children, aged from two to under five years, on roll. Of these, 13 children receive funding for nursery education. Children come from the local community. The play school has procedures in place to support children with learning difficulties and/or disabilities and children who speak English as an additional language.

The play school employs seven members of staff, of whom, four including the manager, hold an appropriate early years qualification. A current first aid certificate is held by six members of staff.

The setting receives support from the Early Years Childcare Service.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play happily in a clean environment. Regular checks are made to ensure the premises are clean and hygienic and practices, such as cleaning the tables with anti-bacterial spray before snack, ensure children are protected from germs. Good handwashing procedures, including separate towels, are in place for children to wash hands before snack and after using the toilet. However, children share a towel when washing hands after messy activities and this presents a risk of cross infection.

The first aid box is very well maintained and most members of staff hold a current first aid certificate. This means staff can act in the children's best interests when dealing with minor ailments. Written parental permission to seek emergency medical treatment is requested to ensure children's welfare in the event of a serious accident, where parents and emergency contacts are not available. Children who are infectious do not attend, thus preventing the spread of contagious ailments.

Children enjoy healthy snacks and know that fruit is good for them. Children have a choice of milk or water at snack time and fresh drinking water is available at all times. Children bring their own water bottles to the provision and confidently help themselves.

Daily opportunities for physical play are provided, either indoors or outdoors, according to the weather. Children play confidently on the climbing frame and balance beams and they ride bicycles and run freely outdoors. Children's fine manipulative skills are encouraged as they engage in activities such as cutting out and colouring their moons for their "Space" activity.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children arrive happily and settle well in this warm, clean and welcoming environment. Well displayed children's work shows that staff value children's contributions. The spacious, well organised environment allows children to move around and play safely. They have easy access to a wide range of activities and resources appropriate for their stage of development. Activities are refreshed during the morning, to maintain the children's interests.

Regular risk assessments, both indoors and out, mean that children can play and learn without danger. Staff help children understand how to keep themselves safe. For example, children are reminded not to run indoors. Staff deployment is very good and guarantees children are well-supervised at all times. Children and staff practise the emergency evacuation procedures on a regular basis. This helps children become familiar with the routine in the event of an emergency.

Staff have a very sound knowledge of safeguarding children issues. This promotes and protects children's welfare within the setting.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Staff use the Birth to three matters framework to plan suitable tasks for young children under three and to ensure a smooth transition into the Foundation Stage curriculum. Children are happy, confident and relaxed. They are curious, interact confidently with adults and each other, show interest and develop a willingness to learn. Young children enjoy some stimulating activities, such as engaging in the castle role play, listening to stories, constructing with a range of materials and using the whiteboards and pens in the garden. However, children have limited opportunities to explore and investigate and children who do not attend on a daily basis have limited access to the full range of activities on offer.

Staff encourage children to play together and share. Lots of praise and encouragement develops children's self-esteem. All children enjoy opportunities to develop their social skills. For example, children sit together at snack time and enjoy role-play, where they negotiate and co-operate effectively.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a suitable understanding of how children develop and learn. They plan an interesting range of activities that help children progress in all areas of learning. Staff make good links between their plans and their regular and effective assessments of children's progress. Planning and assessment reflects children's individual needs and highlights how staff differentiate between younger and older children, to ensure effective learning takes place. However, some activities do not sufficiently challenge and motivate the older and more able children in the group, so that they remain interested and engaged throughout the session.

Staff plan a broad range of activities and track the Foundation Stage provision effectively, to ensure all areas are covered for every child. However, children are not always encouraged to interpret activities for themselves and to use resources imaginatively to develop their own interests.

Children learn the boundaries of the setting through regular reminders. Staff are good role models and demonstrate a positive attitude towards learning by presenting activities in an interesting and enthusiastic manner.

Children are beginning to express their ideas and experiences well. Children enjoy books and stories. They willingly spend quiet times in the book corner and listen attentively during story sessions. Children have access to writing materials at the writing table. However, children are not always encouraged to develop mark making skills and an understanding of writing for a purpose, for example, by writing their names on their work or through the provision of writing materials in a range of curriculum areas.

Children count confidently. They learn how to use numbers in everyday situations and show that they understand size and shape through practical activities, such as completing the shape pictures. Children readily choose number activities and enjoy number rhymes and songs at group time. They use appropriate mathematical language during planned activities. For example, children recognise when the space man is "too big" to fit in the space rocket.

Children enjoy experiences, such as making bark rubbings and hunting for minibeasts. They respond enthusiastically during singing sessions. Children use their imagination and express

their ideas in a variety of ways. They enjoy role-play and become engrossed in the story line. For example, as they pretend to be the king and queen in the castle. Children express themselves creatively through a range of mediums. They paint, draw and make collages that represent their experiences.

Children learn about their immediate environment through some trips to the church. They use their senses to recognise their reflection in shiny objects and when playing the musical instruments. Children have free access to the activities that are set up at the beginning of the session. However, opportunities for children to freely explore and investigate a wide range of materials, to fill and pour and to have access to the full range of resources, regardless of their patterns of attendance, are limited.

Children learn about the cultures and beliefs of others through planned activities relating to the festivals of Diwali and Chinese New Year.

Helping children make a positive contribution

The provision is good.

Children talk happily about their home life and things that are important to them. Staff treat children with respect and use lots of praise and encouragement to promote their self-esteem. However, the setting does not seek information regarding the children's culture, background and home language, to enable staff to help children acknowledge their own and other cultures and see them as important. Also, the range of festivals celebrated is very limited and this means the children's knowledge of the wider world is not sufficiently promoted.

All children can access the full range of activities and staff ensure all children are encouraged and supported so they can maximise the experiences and activities on offer. Spiritual, moral, social and cultural development is fostered. There are good systems in place to support children who have learning difficulties and/or disabilities. Close liaison with parents and outside agencies ensures all children's needs are well planned for and met.

Staff use appropriate behaviour management strategies and children respond well. Staff make expectations of behaviour clear and give reasons for requests to ensure children understand why certain behaviour is not acceptable. Staff support younger children well when sharing and turn taking.

The partnership with parents and carers is good. Parents contribute to an initial assessment of their child. This ensures staff have a good knowledge of individual needs and achievements. This helps staff to build on what children already know. Parents receive good information about the Foundation Stage curriculum and the Birth to three matters framework. The information outlines what and how children will learn. This ensures parents understand that play has an important role in developing children's skills for the next stage of learning.

Regular questionnaires ensure staff know and understand the views of the parents and these are acted upon to improve the provision for the benefit of children and their families. Staff involve parents in their child's learning by giving suggestions regarding activities that can extend learning at home. The setting runs a library club so that children can share play school books to develop the home/school partnership. Parents are made aware of the weekly topic and children are encouraged to bring in objects for "show and tell" time.

Organisation

The organisation is good.

The space is very well organised and staff show a clear understanding of their role in supporting the children in their play and learning. Children are well grouped and the key worker system ensures appropriate support and care throughout the session. The manager has a level 3 qualification. She has regularly updated her knowledge by attending relevant childcare courses. This ensures she has sufficient knowledge of current child care practices to support the care and learning of the children.

Leadership and Management are satisfactory. Staff work well as a team and clear communication and guidance allows them to provide a well-balanced programme. However, some recommendations from the previous inspections were not fully met and this impacts on the quality of the provision on offer to the children. There are regular appraisals that identify training needs and staff are encouraged to enrol on relevant courses. This supports staff in their role and ensures they have the latest and most relevant information available. There are clear aims for the provision and staff are made aware of these during meetings. These aims reflect a commitment to improving the quality of care and education. The setting use self-evaluation very effectively to ensure their ongoing development. A well maintained set of policies and procedures guide the staff team in their daily practice.

The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection, the setting agreed to conduct a risk assessment on the premises identifying action to be taken to minimize identified risks in the garden area and with regard to the security of the premises. They also agreed to ensure all staff are made aware of their roles and responsibilities, particularly with regard to fire procedures. Regular risk assessments are carried out annually and monthly to ensure premises and equipment are safe for children's use. Emergency evacuation drills are regularly carried out and clear roles and responsibilities are identified. This ensures that all associated with the setting are aware of the procedures to follow.

In addition, the setting agreed to develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development. Staff manage unwanted behaviour consistently, calmly and effectively to ensure a calm atmosphere.

The setting also agreed to ensure that all policies and records are appropriately maintained and meet requirements, particularly with regard to the attendance register, lost child policy, complaints procedure and accident records. All of these records are in place and well maintained and this contributes to the safe and effective management of the setting.

The setting approached the church to ensure that the premises are maintained at an adequate and comfortable temperature. The premises are maintained at an appropriate temperature, as the boiler has been replaced and the radiators are now kept on during cold weather.

Nursery Education

At the last inspection, the setting agreed to provide opportunities for children to mark make and write for a purpose within general play activities. Children are provided with some

opportunities to mark make during imaginative play. However, this is not extended to all play areas.

In addition, they agreed to provide opportunities for children to experiment with weight and capacity at activities such as pouring and filling. There are still limited opportunities for children to fill and pour to develop their understanding of weight and capacity.

Also, the setting agreed to ensure that children's language is extended beyond basic vocabulary at planned activities. Staff extend children's vocabulary by constantly engaging with them as they take part in activities and suitable language is identified in activity plans.

Complaints since the last inspection

Since 1 October 2004, there have been no complaints made to Ofsted that required the provider or Ofsted to take 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.

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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 children follow good hygiene procedures with regard to hand washing at all times, for example, when washing hands after messy activities
- ensure information regarding the culture, background and home language of the children is sought, so that staff can help children acknowledge their own and other cultures and see them as important. In accord with this, develop the range of festivals celebrated in the setting.

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 the opportunities for children to freely explore and investigate a wide range of materials, to fill and pour and to have access to the full range of resources, regardless of their patterns of attendance
- ensure children are always encouraged to interpret activities for themselves and to use resources imaginatively to develop their own interests (also applies to care)

- ensure children are encouraged to develop mark making skills and an understanding of writing for a purpose, for example, by writing their names on their work
- ensure extension activities challenge and motivate the older and more able children in the group, so that they remain interested and engaged for longer periods of time.

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