

Peter Pan Pre-School Playgroup

Inspection report for early years provision

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| Unique Reference Number | 218203 |
| Inspection date | 20 November 2007 |
| Inspector | Jasvinder Kaur |
| Setting Address | Stourton Village Hall, Bridgnorth Road,, Stourton, Nr Kinver, Staffordshire, DY7 6RT |
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| Registered person | Margaret Rogers |
| 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 Playgroup opened in 1969. It operates from a village hall in Stourton, Staffordshire. The group have use of the main hall and an additional room which is mainly used for quiet activities. The group serves the local surrounding areas. A maximum of 26 children may attend the playgroup at any one time. The playgroup is open each weekday from 08.30 to 12.30 for 42 weeks of the year.

There are currently 13 children on roll aged from two to under five years. Of these, seven children receive funding for early education. The playgroup currently supports a number of children with learning difficulties and/or disabilities.

The playgroup employs six members of staff. Of these, three hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are developing a satisfactory understanding of appropriate hygiene routines. They are encouraged to wash their hands before eating and after using the toilet, and do so spontaneously. For use after messy play, they are provided with a bowl of warm soapy water and paper towels. These measures reduce the risk of infection. In consequence, children's awareness of clear hygiene practices is promoted. Sound procedures are in place in respect of nappy changing and regarding sick and infectious children, which help to prevent the spread of infection and to keep children healthy. Accident records are well maintained and shared with parents, who countersign all entries. Although staff are well aware of the medication policy, including the need to obtain written parental consent prior to administering medicines, no such parental consent for seeking emergency treatment or advice has been requested. As a consequence, it is not certain that children will receive appropriate care in an emergency. All staff hold a current first aid certificate.

Children enjoy a sociable and relaxed atmosphere at snack times. They eat a range of healthy foods including, fresh fruits and vegetables such as apples, bananas, sweet corn, carrots and celery. Children are offered milk to drink with their snacks, but drinking water is not readily accessible. This means children gain a limited understanding of the value of good nutrition and regular fluid intake. Children also learn about healthy living through talking with staff, appropriate toys and well planned activities. Staff work in partnership with parents to meet children's dietary needs and are sensitive to those needs. All foods comply with any special dietary and religious requirements to promote children's healthy growth and development.

Children develop their physical co-ordination through stimulating daily indoor and outdoor experiences. Staff use the 'Birth to three matters' framework well to provide a range of physical play experiences for the younger children. All are able to rest or be active according to their needs. There are good opportunities for children to learn about the benefits of regular exercise. The use of physical play equipment and enthusiastic participation in group games, including balancing on one leg and rolling up in a little ball, promotes their physical development. Children also enjoy visiting and walking to their local educational facilities.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a secure and safe indoor and outdoor environment. They are closely supervised by staff at all times. Children use good quality toys and equipment appropriate to their age and stage of development. Staff endeavour to ensure that premises are made welcoming to both parents and children, with a wealth of displays of children's work in the playroom and information for parents in the reception area, all of which contributes to children's well-being. Good organisation of available space enables children to move around safely and independently.

Staff are vigilant and make thorough assessments to reduce potential hazards. Required adult to child ratios are maintained at all times to ensure that children feel confident and sufficiently supported. Staff monitor access to the provision, and visitors are requested to produce identification and sign the book. There is a good security system in place for the premises. A closed circuit television (CCTV) camera is in operation and the entrance door is fitted with a

lock, ensuring no unauthorised persons can gain access. Accurate times are recorded for registering staff's and children's arrival and departure. Children learn about safety through daily routines and simple safety rules which they are reminded of during play indoors and outdoors. All staff are aware of health and safety regulations through induction and well documented policies. This helps most of them to carry out their responsibilities with confidence. There are effective procedures in place for emergency evacuation and these are practised regularly. Written risk assessments are effective in identifying and reducing potential risks and hazards on the premises.

Children are well protected because all regular staff have a clear understanding of child protection issues. They are aware of their responsibility to report any concerns to the Local Safeguarding Children Board. All staff members demonstrate a good understanding of what to do in the event of an allegation being made against a member of staff and the implications this may have for their practice.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter the pre-school playgroup and select their favourite activities and resources with enjoyment. The hall is well-organised to ensure different activities can be easily accessed by children. The staff set out the hall to represent different play and learning areas such as a home corner for imaginative play, a free play area for physical skills, a construction area for using toys such as building blocks, a colouring and drawing area to promote creative skills and a book corner to develop communication and listening skills. This ensures that children are provided with a good range of activities to promote all aspects of their development.

Most children enter the group happily, separating from their carers with confidence and chatting to staff and their friends in the process. Those who are new to the setting or are less confident are supported and reassured by staff who are sensitive towards their individual needs. Parents are also encouraged to stay with their children during settling-in periods. Children engage adults in conversation, talking about their personal experiences and sharing what they know during circle times and throughout the session. For example, they talk about visiting a hospital to see relatives or a new baby. Most children are confident and can play well on their own and with others in groups. They have a developing sense of awareness of their own needs and those of others during snack times, while playing and while listening to stories in groups. They experience a variety of activities and learning opportunities. Staff observe the children and carry out regular written assessments on the children's development. The children gain a good level of self-esteem and are keen to get involved in activities such as physical play, gluing, colouring, hand printing, writing, listening to stories and singing nursery rhymes in groups. Children are excited to play with a large train set and represent their ideas in a variety of ways. They benefit from a colourful and stimulating learning environment in which they are happy, content and well cared for.

Nursery Education

The quality of teaching and learning is satisfactory. Children show appropriate levels of concentration and are interested in a varied range of stimulating activities. Staff work together well and share ideas to cover the six areas of learning. All regular staff have a satisfactory knowledge and understanding of the Foundation Stage, and planning incorporates all aspects to promote children's learning. An effective key worker system ensures children are cared for by consistent staff. Children are well behaved and have good relationships with staff and peers.

They are confident in approaching staff about their needs and when they need support. The planning system ensures that it links clearly to the stepping stones and ensures that a wide range of activities and experiences are provided to extend children's learning. However, some activities are too adult-directed, which provide fewer opportunities to encourage children's independence and use of their own ideas in writing and creative development. On the other hand, staff use regular observation of children's play and learning to plan their next steps. Children are eager to take part in play in a safe and learning environment. Staff ask questions to make children think about what they know and share ideas in group discussions. For example children were invited to comment on whether a particular toy could fit into a particular size of box.

Children form good relationships with staff and proudly show their work to them. Individually, they have good independence skills and are able to choose activities for themselves. They learn to show care and concern for others through role play and stories. For example, they learn how to welcome new children into the group by the use of a puppet. Children are happy to speak and sing a nursery rhyme in front of a familiar group. They pay attention, concentrate and sit quietly during circle times and when otherwise appropriate. Most children are becoming aware of the setting's daily routines. Their self-confidence is growing as they talk excitedly about things that interest them. Their self-esteem is enhanced by taking the leading role in group activities and taking responsibilities for small tasks during snack times. Children develop their communication skills through routines and planned and unplanned activities such as singing nursery rhymes and reading and listening to stories. They listen and respond with enjoyment during registration, group activities and snack times. Children extend their vocabulary by sharing their thoughts and experiences, such as when they talk about spending their time with their families and friends or visiting different places at the weekends. There are good opportunities to link sounds and letters during daily routines, for example, naming and sounding the letters of the alphabet. Children learn to recognise their names on their coat hangers and through self-registration. Older children write their names on their worksheets and pictures. However, less than optimum opportunities are provided to write for different purposes independently. In the writing area, children use pencils and crayons, and most children handle them correctly. The book area is always available for children to help themselves and is made especially inviting by an alphabetical rug. Children show interest in illustrations and prints in books and say the names of objects featured.

Children are developing understanding of numbers, shapes and colours through the range of activities and routines. Some are able to differentiate between light and dark colours. At snack times children are encouraged to count cups and others sitting in the group. Singing nursery rhymes helps children to develop mathematical skills, as they represent numbers by using their fingers and enthusiastically count in the correct order. They have good opportunities to develop simple calculation skills, use language to solve practical problems and make comparisons such as 'bigger', 'smaller', 'heavier', 'lighter'. There is a good range of displays and resources such as shapes, flash cards, puzzles, jigsaws and a rug showing numerals for children to improve their mathematical skills. Children explore and investigate objects and materials and find out how things work. They look at the chart to learn about different types of weather such as rain and sunshine, and talk about suitable clothing. Children build and construct with a wide range of objects, tools and joining materials. They learn about their environment, by going on trips in the locality and the surrounding areas. They observe different types of building such as houses, flats, churches and schools. Summer and autumn walks are also arranged to see how trees and leaves change throughout the seasons. Children have been planting bulbs and seeds and have learnt to take care of their plants. Adequate opportunities are provided for children to familiarise themselves with information and communication technology (ICT) through the

use of a computer. They gain good mouse control and learn how to use the keyboard and simple programmes. Themed events encourage children to find out about the past and present in their own lives and the lives of those they know.

Children's physical skills develop through a variety of activities, including dance and movement. They move confidently, safely and with control while playing with a wide range of resources such as cars, scooters, a slide and steps. Children show awareness of their own space and that of others while queuing up and playing. Older children recognise the changes that happen to their bodies when they are active. All children are engaged in activities requiring hand-eye coordination and show increasing skill in the use of scissors, construction sets and rolling, patting and joining materials. Opportunities are provided to develop their creative talents, as they create structured art activities for the purposes of themed pieces or a wall display. However, fewer opportunities are given to children to express their own thoughts and ideas. They paint and draw, make shapes and collages by pasting and cutting and play with sand. Children enjoy singing their favourite nursery rhymes from memory. Younger children join in by moving spontaneously to familiar sound patterns. There is a good range of musical toys and instruments. Children use their imagination in role play, stories and using equipment imaginatively and pretend to be cooks and adopt other adult roles. This means that children's educational needs are met satisfactorily

Helping children make a positive contribution

The provision is good.

Children are well behaved and have a good awareness of right and wrong, responding positively to guidance and instructions from staff. In group situations they listen to each other and wait patiently for their turn to speak. Children are encouraged to say 'please' and 'thank you' and put toys away at tidy up time. Strategies for managing children's individual behaviour are appropriate and ensure that children are not humiliated in any way. Staff praise and reinforce good behaviour appropriately. Children with learning difficulties are well supported. Close links with the area special educational needs co-ordinator (SENCO) and other professionals allow staff to seek advice and support to ensure children's needs are met effectively. The manager and some staff have attended further relevant training. Consequently, staff are proactive in providing an inclusive service.

Children play in a warm and welcoming environment where staff are approachable and sensitive to children's needs. They have positive, affectionate relationships with staff. A range of activities arranged by staff are available for children to initiate their own play. Children have appropriate opportunities to learn about themselves, each other and the world around them through planned activities. They taste different foods from around the world while celebrating different festivals. Children make lanterns and dress up for Diwali. There is a good range of displays reflecting diversity. Children have access to an appropriate range of resources depicting positive images of diversity. This means children's spiritual, moral, social and cultural development is fostered.

Partnerships with parents and carers are good. Staff establish relaxed and informal relationships with parents. Exchange of daily verbal feedback ensures that children's routines are followed to meet their individual needs. Regular newsletters, questionnaires and 'weekend diaries' keep parents informed of the activities and events within the setting and how they can become more involved in their child's learning. In addition to this the diaries give scope for staff to build on children's weekend activities. Parents receive good written information on how the setting operates and have access to all policies and procedures. A written complaints procedure is available to parents should they have any concerns about the setting. They are actively involved

in the setting, for example, working as volunteers, providing useful resources and taking part in themed activities and fund raising. Staff provide opportunities to parents to be informed about the Foundation Stage and the six areas of learning. Formal and informal meetings are held to discuss children's progress.

Organisation

The organisation is good.

The leadership and management of the setting is good. The manager has a clear understanding about the service her setting provides and has a sound overview of what can be done to further meet the needs of the children and parents. Consultation with parents allows them to be aware of these needs on an ongoing basis. Children are comfortable within a secure environment and benefit from a stable staff group who enjoy caring for children. Systems are in place to ensure that staff are aware of current good practice and guidelines, and can develop and extend their experience through relevant training. Staff meetings and a clear management structure help to ensure that staff remain committed to providing an exciting, happy, comfortable and caring environment for the children in their care.

Most staff working with children have appropriate childcare qualifications and have a commitment to accessing ongoing training. Good child to staff ratios mean that children have good individual attention where required, and this helps them to develop well. Contingency arrangements are in place for staff absences and emergencies. Good procedures are in place for ensuring that children are cared for by staff who have had appropriate experience, take pleasure in working with children and have completed appropriate checks.

Documentation, policies and procedures are organised very well and are clearly working documents. Regular review of procedures ensures that these documents work in practice, with involvement from all staff so that they are clear about what is expected. Most legally required documentation which contributes to children's health, safety and well-being is in place and is regularly reviewed. Records relating directly to children are stored confidentially and in line with requirements.

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

Improvements since the last inspection

At the previous inspection the staff agreed to: further develop the planning of activities to ensure children's learning is extended especially during story and circle times; to ensure the role play area offers sufficient challenge for the older children and incorporates opportunities for children to use writing for a range of purposes during play; provide increased opportunities for children to engage in practical experiments to predict and question why things happen; increase opportunities for children to use a wide range of arts and craft materials and tools to express and communicate their ideas, and further develop the statement to be followed if a parent fails to collect a child or a child is lost.

Most of these recommendations have now been met. Planning has been developed to ensure that all children's learning has been extended especially during story and circle times. Appropriate equipment has now been provided for the role play area. A separate writing area has now been supplied, although opportunities for children to write for different purposes have not been optimised. A range of activities are now employed to encourage children to predict and experiment. A good range of art and craft materials is now available but opportunities for

children to express their ideas independently of staff input are limited. The procedure in respect of action to be taken where a child remains uncollected or lost has been appropriately extended. This means children needs are met regarding most of these issues.

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 satisfactory.

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):

- request written parental consent for seeking any necessary emergency medical advice or treatment
- ensure fresh drinking water is readily available to children at all times

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):

- increase opportunities to encourage children's independence and use of their own thoughts and ideas in writing and creative development.

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