

Peter Pan Playgroup (Keyham)

Inspection report for early years provision

Unique Reference Number	117209
Inspection date	07 February 2008
Inspector	Sara Jane Frost
Setting Address	The Presbytery, Ocean Street, Keyham, Plymouth, Devon, PL2 2DL
Telephone number	01752 605259
E-mail	
Registered person	The Trustees of Peter Pan Playgroup (Keyham)
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 opened in 1986. It has been in its present premises since 1997. It operates from four rooms in a presbytery church building in an inner city area of Plymouth. The group has access to a food preparation area, toilets and a small enclosed outdoor area. It also has use of the local primary school's gym and library.

A maximum of 20 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.00 to 11.30 during school term times. There are currently 21 children aged from three to under five years on roll. Of these 20 children receive funding for early education.

The pre-school employs five full-time members of staff. Three staff including the manager hold a Level 3 qualification in childcare.

The group is a member of the Pre-school learning Alliance and receives support from a mentor from the local Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's hygiene practices are well promoted by staff. They learn good hygiene practices through daily routines such as washing hands after using the toilet and before eating their snack. Such practices are reinforced as staff discuss the importance of hand washing before handling food during imaginative play.

Children's health is promoted as all staff are suitably qualified in paediatric first aid and systems are in place to record administration of medication and accidents. Parents are kept informed of any injuries that occur as they are asked to acknowledge entries made with a signature.

At snack time, children sit around tables in small groups and good use is made by staff to develop their communication and mathematical skills. For example, children were asked to count how many were sitting at their table and then ascertain if they had enough plates, needed more or had too many. Children's independence is promoted as they are encouraged to pour their own drinks, and spread their chosen filling on their pancake. Children's fluid levels are maintained as staff ensure children have access to fresh drinking water. Staff remind children to take on extra fluids particularly after physical exercise.

Children benefit from regular fresh air and exercise. At times during the session they are able to use the outdoor facilities and once a week they have access to the school hall next door. Children experience a range of activities for physical development, for example, they confidently manoeuvre around on the wheeled bikes, access the climbing frame and develop balancing skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit because staff ensure they provide a well laid out, safe and inviting environment. Children change from their outdoor shoes to plimsolls after entering the building, which helps to keep the floors clean. Children are made to feel valued as their work is displayed around the setting and photos are displayed of them at play. They are able to move freely between the four rooms within the pre-school, allowing them to make choices in their play. By children being able to choose from a good range of safe and suitable resources which are easily accessible, they are provided with further opportunities to develop their independent skills.

The entrance doors are kept secure throughout the session and visitors gain entrance by ringing the bell. At times people using the church have access to the building, however, staff are vigilant in ensuring children are protected. A visitors books is used to maintain a record of persons visiting the pre-school. Systems are in place to ensure children are not released to unauthorised adults. Safety issues within the pre-school are addressed by staff appropriately. For example, providing low level cushioned bolsters to protect children from corner edges, as they ride around on wheeled toys in the corridor area. Children are protected as good fire safety procedures are in place. Children begin to understand how to keep themselves safe as regular fire drills are conducted.

Children are further protected from harm by the staff's sound knowledge of child protection issues. All staff are aware of their own responsibilities and processes to follow in line with the current guidelines.

Helping children achieve well and enjoy what they do

The provision is good.

Staff have developed a good relationship with the children as they show a genuine interest in them. Children enter the building with ease and eagerly seek out staff. They are aware of changes of routine, for example, one child commented on the person in charge not being at pre-school yesterday. Staff are attentive to children's needs as they provide opportunities for children to feel safe and give them time to settle into the pre-school routine.

Nursery Education

The quality of teaching and learning is good. Staff show a very good understanding of the Foundation Stage. Each staff member takes it in turns to concentrate on a specific area each week such as 'creative development'. Planning shows that all six areas of learning are incorporated in the everyday activities provided. There is a very good balance of adult led and child initiated activities. Good organisation and preparation enables staff to easily access resources to challenge children and aid their learning. Staff skilfully extend children's thinking as they use questions and discussion. Children's assessments and observation records are completed by key worker staff, although all the staff are able to input observations made which aids to the effectiveness of tracking all children's progress. The children's records show targets identified to help improve their learning in order to move them onto the next stage of development.

Children are very sociable, confident and clearly enjoy coming to pre-school. They eagerly seek out their friendship groups and are able to play alongside each other well. They are learning to be independent as they take off their coats and shoes. Children develop a good understanding of letter sounds and shapes, through daily activities such as discussing the letters in their names and each others, as well as copying letter of the day in their busy books. Children enjoy stories and use the book area well. They enjoy making marks and writing for different purposes such as when making lists or books. Children count throughout the session; more able children can problem solve. For example, at snack time when recognising the same number of children are sitting at two tables, others had one more or less. They develop their understanding of technology through using computers and battery operated toys. Children learn about the natural world as they plant and grow flowers or discuss changes in the weather. They engage in imaginative play with great enthusiasm, which is extended further by staff. Children are provided with opportunities to use paint, sand and water play or dough. However, there is limited opportunity for free expression and the development of the children's own artistic flare during the set craft activity. Children develop good control of small equipment as they confidently use counters, glue spreaders and scissors.

Helping children make a positive contribution

The provision is good.

Staff show a good awareness and sensitivity to children's individual needs. This in turn enables the children to settle happily into the pre-school's daily routine. Children learn to respect each other through playing together and taking turns. They learn about how to care for pets as they take on the responsibility of 'fish monitor'. This also develops their self esteem as they take on this role with great pride. Children's spiritual, moral, social and cultural development is fostered. Children learn about the wider world through planned activities; they celebrate various festivals and celebrations. However, these are not always fully explained, for example, more emphasis was placed on Pancake Day with limited reference to Shrove Tuesday.

The setting offers an inclusive environment where all children are welcome. Any children with additional needs or learning disabilities are sensitively included in the group. Staff work together with other professionals to ensure that children's needs are consistently addressed. All children enjoy using sign language, for example, to indicate whether milk or water is their preferred drink at snack time. The pre-school has introduced 'Blast' a programme which helps develop children's confidence and speech in small groups. The member of staff with overall responsibility for special educational needs has a clear understanding of the code of practice and ensures all staff are familiar with processes.

Children's behaviour is good as staff provide a consistent approach. The children are polite, saying please and thank at appropriate times. Staff are regularly heard praising them, and acknowledging children in a positive way, explaining they will be with them in a moment and thanking the child for waiting patiently.

Partnership with parents and careers is very good; they receive regular information verbally, via the active notice board and newsletters. The prospectus covers the day to day running of the session and provides parents with information around the six areas of learning. All parents and carers are warmly welcomed and family needs are well respected. Staff are easily approachable and good two way communication processes allow for children to be cared for in accordance with their parent's wishes; good links have been fostered through the use of key workers. Library books and other items go home so that the pre-school and parents work together to encourage the children's progress. Children's records of achievement provide parents with good information on their children's progress.

Organisation

The organisation is good.

The provider meets the needs of the range of children for whom they provide. All the required documentation is in place. Staff are committed, experienced and work very well together as a team as they are confident in their roles and responsibilities. This underpins the smooth running of the setting. All five members of staff are qualified, four holding NVQ level 3 certificates and one with an NNEB qualification. The deployment of staff during the pre-school session enables good adult cover in each area, and the opportunity to provide an additional member of staff to move between all areas. This provides opportunities for the children to receive individual attention. All relevant checks are completed on all staff at the pre-school, however, at present there is no formal way for checking their on going suitability.

Leadership and management of the nursery education are good. All staff are given the opportunity to lead the sessions. Regular weekly staff meetings are conducted to evaluate, discuss future planning and discuss the children's progress. Appraisals are conducted on a yearly basis and are used, for example, to identify any additional training needs. The pre-school is open to constructive criticism and have regular meetings to discuss their own strengths and weaknesses to further improve.

Improvements since the last inspection

At the last inspection the provider was asked to improve the procedures for implementing a system to record any incidents, keep a record of visitors and ensure the attendance register shows children's times of arrival and departure. In addition the provider was asked to provide children with the opportunity to access fresh drinking water at any time. Since then, the recording procedures have been reviewed and amendments have been made. Children have

been provided with their own water bottle which they are able to freely access during the session.

At the last education inspection three points for consideration were raised; provide opportunities for children to write independently, evaluate planning and ensure it clearly differentiates with regard to age and ability of child, and provide children with regular opportunities to explore Information Communication and Technology (ITC). Systems have been introduced to allow the evaluation of planning at the weekly staff meetings; planning clearly shows how children will be suitably challenged depending on their ability. Staff have become more confident with ITC and provide opportunities for the children to have regular access to computers and various other technological equipment. Therefore, all points for consideration have been well met.

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):

- devise and implement a system to ensure staff remain suitable to care for children

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):

- provide opportunities during craft activities to develop children's free expression and artistic flare

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