

# Peter Pan Playgroup

Inspection report for early years provision

---

<b>Unique Reference Number</b>	EY358316
<b>Inspection date</b>	27 June 2008
<b>Inspector</b>	Jean Suff
<b>Setting Address</b>	Fleckney Village Hall, The Parade, Fleckney, LEICESTER, LE8 8AY
<b>Telephone number</b>	07847 540866
<b>E-mail</b>	
<b>Registered person</b>	Peter Pan Playgroup/ Pre School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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?

The Peter Pan Pre-School Playgroup was established in 2007 and operates from the main village hall in Fleckney, Leicestershire. The group also has access to the kitchen area, foyer and toileting facilities. A maximum of 26 children may attend the group at any one time. Currently there are 43 children on roll including 22 children in receipt of funding for nursery education. The pre-school is open each weekday morning from 09:00 to 12:00 during term-time only. There are nine members of staff who work with the children, six of whom hold a relevant early years qualification. The pre-school has strong links with other local groups within the community. The setting has charitable status and is committee run. It receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's health is promoted well by staff who follow clear health and hygiene procedures and ensure they have appropriate medical information such as details of any allergies. Children learn about their own personal hygiene by washing their hands at appropriate times such as before snacks and after messy play. This sustains a sound level of hygiene and helps to prevent the spread of infection. Children's welfare is safeguarded because the majority of staff have up-to-date first aid knowledge in the event of any accidents and appropriate procedures are in place if children are unwell.

Children learn of the role of healthy eating in developing their good health and growth as they enjoy a variety of nutritious snacks which include fruit and raw vegetables. They have access to fresh drinking water at all times and as a result children remain hydrated and comfortable.

Children have daily opportunities to obtain fresh air, enjoy physical exercise and learn about the importance of activity in a healthy lifestyle as they have free access to an outside area. They play with sand, water and construction equipment in the open air, throw and catch balls and bounce on a trampoline. Children move spontaneously with increasing control and co-ordination, developing an awareness of space around them and the close proximity of others. They have good opportunities to develop their dexterity and hand to eye coordination as they handle small objects such as pegs, pipe cleaners and puzzle pieces.

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

The provision is good.

Children are safe and well cared for in premises that are secure and suitable for their purpose because the setting ensures that the environment gives children access to a sound range of facilities that promote children's development. Staff create a welcoming environment where children are able to play safely and move freely between activities. The play space is well-organised and used effectively for children. They have access to a good variety of toys, resources and equipment appropriate to their age and development which are regularly checked.

Children's safety is promoted as positive steps are taken to ensure safety within the setting and proper precautions are taken to prevent accidents. For example, children cannot leave the premises unsupervised due to clear procedures for entering and leaving. They understand and take part in regular fire drills which are recorded and premises are checked daily. Children are protected and their welfare promoted through risk assessments of equipment and premises. Required procedures and documents are in place to ensure children's welfare is safeguarded and promoted.

Children's welfare is safeguarded and promoted as the staff have a sound understanding of the issues with regard to child protection. However, the safeguarding policy does not contain all required elements, which impacts on children's safety.

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

The provision is good.

Children are happy, settled and show enjoyment during their time at the pre-school. Their self-confidence is promoted by staff who have consistent expectations and clear routines. Staff demonstrate a very caring attitude towards the social development of the child and encourage children to share and play together. Children develop their independence as they express their ideas during play using a range of resources which capture their interests, for example, playdough, sand and water. Children enjoy playing in the outside play area which develops and supports their physical skills. They begin to understand their own needs, and with adult support, become aware of the needs of others. Children behave well, for example, they take turns and pass resources to each other. They enjoy a good variety of experiences that promote their emotional, physical, social and intellectual development.

### **Nursery Education**

The quality of teaching and learning is good. Planning is based on the six areas of learning and shows that staff have a sound knowledge and understanding of the Foundation Stage curriculum. Planning is in the process of being developed and does not as yet clearly show how staff promote progress or ensure inclusion for all children. There is a system for observations and assessments of children, for example, through the use of diaries and the setting is beginning to link these into the planning. Staff are clear as to the learning intention of activities and evaluations are made. They use a good range of teaching methods that help children to learn effectively, including regular small group work and clear explanations as to how to use equipment.

Staff are friendly, caring and form good relationships with the children which help them to feel secure. They provide opportunities for children to extend their learning and give regular encouragement and praise which develops children's confidence and self-esteem. As a result, children behave well. Throughout the setting, children's personal social and emotional development is promoted by the staff's caring attitude. They encourage children to respect each other and to play cooperatively. Children consequently work well together, sharing and helping each other.

Children are confident to speak to and question staff and visitors to the pre-school and are developing their independence through selecting activities and accessing the outdoor space independently. They are able to express and develop ideas in a variety of activities and situations. Children enjoy looking at a range of books and are well engaged at story and singing times, eagerly responding to prompts. They enjoy mark-making with, for example, large brushes and water as well as pencils and crayons available throughout the setting. Children develop their number skills through a variety of activities, construction sets, games and puzzles relating to number, shape and measure. They often count spontaneously and develop number recognition during a variety of activities and games both inside and out as staff refer to mathematical language at every opportunity.

Children explore and investigate as they experiment with materials such as cornflour and playdough. They visit the local school, church and vegetable stall which encourages them to develop a sense of community. Children celebrate a variety of festivals to develop their understanding of other cultures. They develop their physical skills through outdoor play, walks in the village and handling of tools such as pencils, scissors and glue sticks. They have good access to a computer, use a variety of programs and use everyday technology in their role play.

Children explore media, materials and colour during planned activities relating to topics and have free access to craft and collage materials. They sing particularly well and know the words to a wide range of songs, which they enunciate clearly in addition to joining in with the actions. Children enjoy dressing up in costumes and play independently in role play areas to develop their imagination. For example, they cook and serve play food, cut out playdough cakes, count candles and prepare a party. Children respond to stimulus, express ideas and share feelings during free play and when talking to each other and staff.

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

The provision is good.

Children settle well, are confident and independent at the pre-school. They are interested in the resources available and show high levels of involvement at some activities. Children join in, take responsibility and play a productive part in the setting, for example, they sing and perform at a special service at the local church. Their artwork is valued and displayed, so raising their self-esteem.

Children enjoy activities and resources which promote a positive view of the wider world. They learn their days of the week song in languages such as German and French and have access to jigsaws, books and play materials that show people from other cultures. This increases their awareness of diversity and their understanding of others. Children are valued and respected as individuals and are fully included in the life of the setting. Staff know children well and are proactive in ensuring that appropriate action is taken to support children with learning difficulties and/or disabilities. As a result children and parents receive appropriate support.

Children behave well as staff deal with behaviour consistently and appropriately taking into account the child's level of understanding and maturity. Children learn to share, take turns and consider others. They receive regular reassurance, praise and encouragement which promotes their confidence and self-esteem. Children's spiritual, moral, social and cultural development is fostered.

Parents are encouraged to discuss their child's needs before the child starts at the setting and parents speak positively about the pre-school. This helps them to settle well and ensures that parental wishes are respected. The partnership with parents and cares of children in receipt of funding for early education is good. This contributes positively to children's well-being at the pre-school. Parents are provided with good information about the six areas of learning and how these are met by children. Staff make time for individual appointments with parents when they can discuss their children's progress. They do not as yet fully involve all parents in continuing with play and learning tasks at home to aid their children's learning and development.

### **Organisation**

The organisation is good.

Overall children's needs are met. Children benefit from the sound organisation of the space and resources both indoors and in the outdoor play area so that they can make choices and develop their ideas as they play. Staff support children well during activities and allow them time and space to initiate their play. The premises are safe, secure and suitable for their purpose. Resources and equipment are well-organised to promote children's safety, welfare and development.

Children's care and learning is promoted by comprehensive documentation. There are clear recruitment and induction procedures and a staff appraisal system is developing well. Policies and procedures ensure staff are clear about their responsibilities and parents are aware of the pre-school's ethos. However, there is no operational plan in place and shared with parents to show clearly how the pre-school operates.

The leadership and management of early education is good. All staff work together as an effective and committed team. A high proportion of staff have early years qualifications and all staff have a sound knowledge of the Foundation Stage curriculum. They are encouraged to attend courses to update their training and the knowledge gained is used to enhance children's care and learning. Regular staff meetings are held and the manager is able to identify the strengths and weakness of the provision.

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

Not applicable.

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

Since registration 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 by 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 the safeguarding policy includes all required elements
- develop and review an operational plan which is available to parents.

#### **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 planning to ensure challenge for all children, to suit children who learn at different rates and to meet particular needs
- encourage parents to continue some play and learning tasks at home.

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](http://www.ofsted.gov.uk)