

# Peter Pan Playgroup

Inspection report for early years provision

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**Unique reference number** 133067  
**Inspection date** 20/05/2009  
**Inspector** Sue Vernon

**Setting address** The Methodist Hall, Kennington Road, Lower Weston, Bath,  
BA1 3EA  
**Telephone number** 01225 481259  
**Email**  
**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

Peter Pan Playgroup registered in 1979. It is a voluntary committee run group and operates from the Methodist Church Hall in Weston, Bath. The group serves the local area. The group is registered on the Early Years Register and is registered for 24 children in the early years age range. There are currently 63 children in the early years age range on roll.

The group opens four days a week during school term times and is closed on Mondays. Sessions run from 09.30 to 12.00 and 12.30 to 15.00. Children attend for a variety of sessions. The group is currently supporting children with learning difficulties and/or disabilities. The group employs eight staff who work with the children. Five have early years qualifications and two are currently working towards a qualification.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. A wide range of activities is offered to support children's learning and enable them to make good progress in their development. Partnership with parents is a strong element of the group and this enables all children to be included and their needs met. Staff are committed to providing a safe and welcoming environment and have worked together to establish various methods for evaluating their provision. Good progress has made since the last inspection and the staff team have realistic plans for future improvements.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop links between observations and planning to ensure all children are consistently moved through all areas of learning
- further develop opportunities for linking phonic sounds to letters and numbers to numerals

## The leadership and management of the early years provision

The staff team and voluntary committee work well together to support a safe environment. Sound employment systems are in place to ensure the suitability of new staff. Risk assessments are in place and are used on a daily basis to ensure both indoors and outdoors are safe for play. Staff have a clear understanding of safeguarding issues and the procedure to be followed should any concerns arise which supports children's well-being.

Effective relationships with parents are established through settling-in sessions that are sensitive to each child's needs. Information on policies and procedures are

shared through discussions, booklets, notice boards and regular meetings with key workers which builds continuity well. Appropriate policies and procedures are in place and offered to parents/carers. Parents are enthusiastic about their children's experience in the group. They access information on their child's progress as they view attractive record books and share children's achievements through 'wow' cards. Good links with other agencies and specialists such as speech therapists ensure that children with learning difficulties and/or disabilities are well supported as they access and enjoy the play opportunities and make progress towards realistic targets.

The group have worked well at identifying the strengths and weakness of their provision. They know themselves well and all staff contribute to working on plans for future development with the aim of improving outcomes for children.

## **The quality and standards of the early years provision**

A welcoming, secure and caring environment greets children as they arrive in the group and a well set out range of play activities in all areas of learning encourages children to explore and move smoothly into play. Staff are warm and responsive, building good relationships with the children who as a consequence are settled and confident. Children are very well behaved as their good behaviour is supported by consistent praise and positive encouragement. Support for each child's individual needs is an important focus for the staff team who work very closely with parents and professional agencies to provide access to play activities and ensure progress for those children with learning difficulties and/or disabilities. Children receive close support from their key worker as they explore independently and all are included in the fun activities.

Children benefit from support for a healthy lifestyle. They enjoy a wide selection of healthy snacks such as fruit, vegetables and yoghurt and have free access to regular drinks. They enthusiastically enjoy regular exercise in the attractive enclosed garden area where they use scooters or throw balls. Children discuss healthy eating as they grow runner beans and potatoes in pots outside. Any special dietary needs or eating problems are known and supported well which ensures parents and children feel secure. Clear procedures and policies are in place that promote good hygiene and protect children from the risk of infection. The staff team follow good routines that provide a safe environment for all children. This ensures they can move around safely during free play as they explore the different areas such as sand play or use their imaginations well with dinosaurs and story tapes. Fire safety issues are addressed through regular fire drills and risk assessments.

Personal and social skills are developing well as children listen well and confidently share their ideas and enthusiasms. These are linked into short term activity planning which ensures that children feel involved and stimulated by the range of play activities. For example, interest in a fossil led to talk about dinosaurs and sea life and staff offered a whole range of play activities such as fish tank with coloured water, shells, seaweed, divers, fish and treasure which children happily explore. Children enjoy mark making as they write their names on their work or

write notes during free access to writing and collage resources. Some phonic linking happens as children notice letter shapes in print labels. Counting skills are developed through games and action songs where children learn number sequences and there is some linking to numerals. Children use mathematical language as they pour more jugs of water into funnels or use problem solving skills well as they fit train track together spreading round furniture. They learn about changes as they mix paint colours or pour water over shells and leave in the garden during very cold weather and discuss the frozen shapes. Children learn the value of technology as they confidently play computer games or use wind-up torches and fibre optic wands in the dark tent. Children learn about differences as they play with multi-cultural resources and celebrate festivals from different cultures.

Staff are making good progress in implementing the Early Years Foundation Stage. Key worker observations are used to note children's achievements and are recorded in the attractive learning profiles. Children make good progress in their learning as some next stages are identified although records do not always clearly help identify any areas for attention across the different areas of learning.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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