

Peter Pan Playgroup

Inspection report for early years provision

Unique reference number 113640
Inspection date 25/06/2010
Inspector Teresa Elkington

Setting address Copthorne Village Hall, Copthorne, Crawley, West Sussex,
RH10 3RE

Telephone number 0770 489 7842

Email

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Peter Pan Playgroup is a parent committee run playgroup, which has been operating since 1993. They operate from the Village Hall in Copthorne, Crawley. Children have access to a large hall with adjoining toilets and hand washing facilities. There is a fully enclosed outside play area. The pre-school is open, Monday to Friday, term time only, from 9.15am to 12.00pm.

There are currently 39 children aged from two and half years to under five years on roll. Of these, 29 children receive funding for early education. Children come from the immediate catchment area of Copthorne and Pound Hill. The playgroup currently supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

A team of nine members of staff work with the children. Of these, eight staff hold recognised early years qualifications, with one working towards a qualification in support of her work with young children.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are cared for in a highly stimulating and child centred environment where their individual needs are effectively promoted. The staff provide high quality learning experiences which fully promotes children's skills of independence allowing them to become active and inquisitive learners. Children's needs interests and desires are effectively planned for, through the exceptional observation and assessment process. Due to the ethos of the setting working constructively and cohesively, partnerships are very strong. Embedded systems for self-evaluation, ensures that priorities for future development are well targeted and effectively planned for.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- implementing plans for the improvement of snacktime

The effectiveness of leadership and management of the early years provision

High emphasis is placed on children's safety. Staff have an exceptional understanding of safeguarding children, which is supported by thorough policies and procedures and staff's attendance of child protection training. A rigorous recruitment, induction and vetting process is in place, which ensures staff are suitable to care for children. The use of annual appraisals aids the identification of

training needs for all staff. Comprehensive risk assessments are systemically completed, ensuring that all safety measures are in place and effectively implemented. Required records are exceptionally well maintained and appropriately stored to ensure confidentiality at all times. All staff have a very good understanding of relevant procedures, therefore, children's good health and well-being is promoted at all times, for example, in the case of minor injury or illness.

The staffing team are exceptionally passionate about their roles in providing extremely high quality care, to continuously improve outcomes for children. Staff, parents and children contribute fully to the settings self-evaluation. The setting receives a high response to questionnaires which they issue to parents, which are evaluated and issues raised are acted upon. For example, the reintroduction of set snack time. Recommendations from the previous inspection have been exceptionally well met. Excellent staff deployment means that children are fully supported and encouraged throughout all their high quality learning experiences. The staff team are adept at making useful interventions to enhance children's understanding. For example, children are encouraged by staff to use the egg timer when learning how to share and take turns.

Staff organise resources skilfully to create a stimulating and attractive environment that enables all children, including those with additional needs, to participate fully. Children gain an understanding of sustainable methods, for example, as they use recycled materials when designing models. Children thrive in the highly inclusive setting, where the well trained staffing team enable children to develop an understanding of their immediate community and the wider world.

There are highly effective systems in place to support children with special educational needs. For example, the setting work in conjunction with other agencies to ensure individual play plans are in place and individual needs are fully and effectively met. High emphasis is placed on partnership with parents within the setting. There are excellent opportunities for the sharing of information, for example, well presented notice boards, offering a wealth of information on policies and procedures, and routines of the day, along with additional information to support playgroup life. Parents have access to a website and also a well presented prospectus. An equal partnership to learning is fully adopted between both parents and staff; formal parents' evenings are held termly so that information can be exchanged alongside key workers as to achievements and progress of development both at home and at playgroup. There are excellent arrangements for supporting children making the transfer to school. Staff are highly pro-active in working in partnership with other care settings that children attend, which ensures a cohesive approach to learning in support of children's individual needs.

The quality and standards of the early years provision and outcomes for children

Children thrive and flourish within a child centred environment, which enables children to become active, inquisitive learners. They show an eagerness to learn and consequently make exceptional progress in their learning and development. They access a wealth of high quality toys and resources that are clearly labelled and easily accessible, which helps children to make informed choices about their

play. Children enjoy a planned timetable of activities which supports their individual needs exceptionally well, allowing them to develop their own ideas and follow their own interests and desires, with confidence. A very clear and effective assessment system is in place, which plots children's progress and fully plans for each child's next steps in their development. Children are expertly extended and challenged by a knowledgeable team of staff who fully support learning to ensure the reinforcement of enhancement of acquired skills. Children's acquisition of independence skills are enhanced through all activities and routines that they undertake. For example, as they take off and put on socks and shoes and as they fetch sun hats in readiness for outside play.

Children's behaviour is exemplary as they are highly praised at all times. They enjoy well established friendship groups and show kindness and consideration for others and play well together as they share and take turns. Children's work is valued due to the excellent displays that staff create which promotes children's confidence and self-esteem. Imaginative and practical resources enable children to express their feelings within their play experiences, for example, through the use of the 'emotions' box. Children have excellent opportunities to learn to respect diversity by celebrating festivals from different cultural traditions as well as their own. Opportunities to take 'Tess' the bear into their homes and on their adventures that they undertake with their parents, which allows children to recall past events through the use of an adventure record which further strengthens the links for learning between home and the setting. Children are encouraged to develop their sense of belonging within the local community as they actively take part in the local Carnival and enjoy walks around the village.

The well-balanced organisation of the day ensures children have suitable opportunities for physical play and activity. For example, children enjoy daily fresh air and exercise within the safe and secure outdoor play area and through planned physical activity which staff organise to promote children's use of their large muscle movements. Children learn to follow good personal hygiene routines with the support of pictorial references and the good role models of staff. Clear policies and procedures guide all aspects of promoting healthy lifestyles for children. Children enjoy well-balanced snacks and help themselves independently to drinking water. Children's individual dietary needs and requirements are known and well catered for. Children's awareness of keeping themselves safe is very well promoted. They walk with care and attention when walking within the village, which is supported by clear rules and the use of the 'walking rope'.

Children's development of their skills for the future are exceptionally well supported across all learning areas. They have excellent opportunities to explore a range of mathematical concepts through the provision of a wealth of resources; they use counting as part of daily routines and during creative activities. They skilfully use computers which provides further extension in their learning. They have access to a range of investigative resources, for example, tape measures, bug finders, magnifying glasses, which actively promotes their curiosity and develops their understanding of their world. Children show a love of books which is supported by the welcoming and resourceful book area. They are adept at recognising and practising the formation of letters, as they actively use practical activities to develop their understanding of the written word. For example, as they

find their names with confidence and enjoy fun games as they explore the sounds of letters.

Overall, children thrive in a setting where they are free to learn, explore, experiment and have fun within the care of high skilled early years practitioners. High emphasis is placed on the uniqueness of each child, where staff use their knowledge and expertise in providing children with ample opportunities to grow and flourish.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

