



Peter Pan Playgroup

Inspection report for early years provision

Unique Reference Number	133067
Inspection date	29 March 2006
Inspector	Kay Roberts
Setting Address	The Methodist Hall, Kennington Road, Lower Weston, Bath, BA1 3EA
Telephone number	01225 481259
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Registered person	Peter Pan Playgroup
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 1979. It operates from a church hall in Weston, Bath. The group serves the local area.

The group opens 4 days a week during school term times. Sessions are from 09:30 to 12:00 and 12:30 to 15:00 hours. A maximum of 24 children under 5-years may be present at any one session. There are currently 54 children on roll aged from 2 to 4-years. This includes 24 funded 3-year-olds and 12 funded 4-year-olds. The

provision supports children who have special educational needs and those for whom English is an additional language.

The group is managed by a parent committee and is a member of the Pre-School Learning Alliance. There are 7 members of staff working directly with the children, 5 of whom have a relevant early years qualification. The setting receives support on the educational programme from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is actively promoted. They play in a clean environment. The risk of children becoming ill is minimised as the policy for excluding children who are sick is shared with parents. Staff follow hygienic procedures such as, wiping tables before snack. Children learn the importance of hygiene through the daily routine. They know that they must wash their hands because of germs before snack, after using the toilet and prior to a cooking activity. Before cooking children also put on aprons and help to wipe the table with anti-bacterial spray. Children's welfare is further promoted as there are appropriate procedures for managing medication and first aid, which all staff are qualified to administer. There is an effective system for managing children's special medical needs and staff have received training in the use of an epi-pen. Children are protected from the elements as they are appropriately clad for the weather and shelter is created by a tarpaulin sheet and parachutes. Participation in fun activities such as National Shades Fay when they received a visit from a representative of Guide Dogs for the Blind with two trainee guide dogs and made sun glasses, helped children to understand the importance of protecting their eyes from the sun.

Children enjoy playing outdoors on a daily basis. They have fun as they play in the house and cook food or repair a bench with a hammer, spanner and pliers. As they run around with buggies and use the climbing frame they develop large muscle skills. After physical activity children feel their heart beat. When they can only go outside for a short period because of the temperature, children continue to develop large muscle skills as they go around an obstacle course and participate in parachute games. In autumn they dance on leaves which have been collected from the local park.

When children become thirsty they pour themselves a drink from the jug of water and after physical activity children are encouraged to take a drink. At snack time children select from a good range of fruit and raw vegetables, which is followed by wholemeal toast. They do not go hungry as they confidently ask for more apple and this is provided. Parents pack healthy lunches and staff encourage children to eat their sandwiches before their desert. Snack and meal times are a social occasion when children and staff talk about the digestion process and what foods they are eating. As they discuss the food children develop an understanding of what foods are healthy and those which are less healthy. There is an effective system for ensuring children's special dietary requirements are met.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are happy to go into the child focussed environment as they are personally greeted by staff. There is sufficient, safe child sized furniture so that all children can sit together. Furniture and activities are organised so that children have space to move freely and can play undisturbed by peers. Toys and activities, most of which are well presented, await their arrival. The broad range of clean, safe resources available on a daily basis keeps children interested. Provision of low level coat hooks gives children independence. Children are proud of their photographs and artwork, which is predominantly displayed so that it can be clearly seen as it is placed at child height.

Children play in a safe, secure environment and are protected from people who have not been vetted. The likelihood of children having an accident is minimised as there is a detailed risk assessment in place, the environment is checked on a daily basis prior to their arrival and potential hazards removed, and staff are vigilant. When children go to walk around with scissors they are shown how to hold them safely. Children are protected on outings, for which parents give written consent. Children are prepared for outings by participating in an activity on road safety and are able to say that they must stay with an adult and hold hands to cross the road. This is reinforced as staff talk about the need to stop, look and listen at each crossing. Children are also able to protect themselves by expressing their feelings and in the event of a fire know how to evacuate the premises. Further protection is offered to children as staff have a good understanding of the local child protection procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children have fun and say they enjoy being at playgroup. They confidently separate from their main carer as they enter the premises and immediately find an activity to interest them. Children form friendships and explain that this is one of the most enjoyable aspects of attending the playgroup. They have good communication skills; they are keen to recall their experiences in front of the whole group and use language in imaginary play. When they hear new words they try to copy. Children participate in singing favourite rhymes and as they listen to the popular story 'Room on the Broom' they join in with some rhyming phrases. They recognise their names in print and more able children are able to write and sound the letters of their name. Mathematical development is promoted well; children can count and recognise numerals beyond ten, and are beginning to represent numbers using their fingers. They are learning to add two groups of numbers together and as they sing rhymes such as, 'Ten in a Bed' and are developing some understanding of subtraction. Mathematical language is used to describe position and size. They are able to explain their height in relation to that of their peers. Children are aware of their senses and comment that their hands are sticky and that the water is cold. Fine muscle skills are developed as they peg tracing paper to their name card and select from the range of small craft items to make a nest for their chicks. Once completed,

proud of their achievements, they are keen to show what they have made. Children become independent as they carry their beaker and dish of fruit to the table. They are proud to undertake additional tasks such as putting out the name cards and collecting the dishes at the end of snack.

The current theme about the local community has motivated children to learn. They want to talk about and point out on the pictorial map where they live, the local shops and duck pond. A visit to the local bakers and hospital has created enthusiasm and has enabled children to learn through practical experience. They know what an ambulance looks and sounds like. One child was so excited he repeatedly said "I love it, I love it". They understand how x-rays are produced and are able to name the parts of the body on the x-rays. Children know where they would need to go to have a plaster cast fitted and what it feels like. Having had their fingers bandaged and their arms put in slings, they understand what this means. On returning from their visits children become involved in an imaginary world as their learning is reinforced through play.

Nursery Education

The quality of teaching and learning is good. Staff are knowledgeable about the Foundation Stage and have an effective planning cycle which meets the needs of all children. Incorporating visits from people such as a chef and outings motivate children to learn. Staff use these occasions to extend all areas of learning, on the way to the hospital children were given the opportunity to look at the playgroup premises from a different perspective as they viewed it from a higher road. They were encouraged to look at the flowers, to count the number of steps, to listen to the sound of oxygen coming through an oxygen mask, to smell the anti-bacterial spray, introduced to a new language and were helped to understand that A stood for accident and E for emergency. Staff encourage children's motivation and learning by using props for stories, following through on their interests, praising each achievement and participation. Overall activities such as, the hospital are well resourced so that children's learning is maximised. However the book corner is not and as a consequence is not as popular as other activities.

Helping children make a positive contribution

The provision is good.

Children new to the provision settle quickly as the process is based on individual needs. The effective key worker system and use of information obtained from parents ensures that children's individual needs are met. Children's special needs are sensitively met so that children make very good progress. Staff follow the Code of Practice and work in close partnership with other agencies and parents, to whom they are very supportive. Children have a sense of ownership as they select their name to go on the board to show they are present and place their coats on named pegs. They can see their displayed art work and photographs.

Children's spiritual, moral, social and cultural development are fostered. They are well behaved and show care and consideration for each other. When young children do not recognise their name, older children point it out to them. After visiting the

bakery and hospital children made cards as a way of showing their appreciation. They show respect for their environment by helping to tidy up at the end of session. An understanding of the local community is developed through specific planned activities and through close links with other groups. Each year children get to meet students from Oldfield School. At Christmas they visited Newbridge School, where most children will attend after leaving playgroup, to see the nativity play. At regular intervals they visit the local shops to purchase food for snacks and to post cards to themselves. Children learn about nature as they go on bug hunts and watch caterpillars grow into butterflies. They have been consulted about the new garden and have helped to plant up the flower beds. Children positively accept differences as they play with readily accessible resources reflecting positive images of diversity and learn about the cultures of others through planned activities such as Diwali and Rosh Hashanah. Children's birthdays are also acknowledged as they blow out the candles on the cake and everyone sings 'Happy Birthday'.

Partnership with Parents

The excellent partnership with parents provides security for children. Parents are well informed about the provision via the notice board and regular newsletters. An information leaflet is given to parents new to the setting. Staff seek parents views about their child's achievements, particularly at the start of the placement. Parents are updated about their child both verbally at the end of session and on a more formal basis as they meet with their child's key worker once a term. The very well presented children's records which include observations, photographs and samples of children's work, make them a pleasure for parents to view. Parents are actively encouraged to be involved in their child's learning by helping at sessions and via the library system when children take home books to share. Fully aware of what their children have been doing during a session parents often follow this up at home. Children have benefited from the involvement of parents in the setting. Parents have undertaken much fundraising and have been proactive in obtaining ideas for the garden which children now use. Parents comment very positively about the playgroup and in particular the friendliness of staff.

Organisation

The organisation is good.

The provision meets the needs of the range of children who attend. There are rigorous recruitment procedures and an effective system for checking the ongoing suitability of staff. The staff team are clear about their remit and this is assisted through clear communication. Keen to extend practice staff have undertaken a considerable amount of training since the last inspection. The views of both parents and children are sought prior to changes being implemented. Good organisation ensures that children's health, safety and welfare are promoted. Children receive a high level of support and are actively occupied throughout the session. The education programme meets the needs of all children so that they make good progress. Documentation is regularly reviewed, appropriately shared with parents and with the exception of incident records is confidentially maintained.

Leadership and management are good. There is a strong, supportive committee and the leader is keen to extend practice for both care and education. She is strongly committed to ensuring that all children continue to be excited and motivated to learn. As a result of regularly reviewing the provision many changes have been made since the last inspection. For example, incorporating more music into the curriculum, developing the newsletters to include notes about the curriculum and the garden. Further ideas are currently being pursued so that children can have direct access to outside play and, communication and information technology extended. The leader provides clear guidance for staff so that they are aware of the expectations placed upon them on a daily basis.

Improvements since the last inspection

At the last Children Act inspection the provider agreed to meet one recommendation. Practice is continually reviewed and appraised so the children's health, safety and welfare are actively promoted. At the last education inspection the group agreed to meet three points for consideration. Children are beginning to recognise the vocabulary for addition and subtraction. They are knowledgeable about their local community and as part of this top visited the baker and hospital. Children are developing an understanding about the past as grandparents are included in the theme about 'Me and My Family' and they are encouraged to come into the setting.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

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.

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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 incident records are confidentially maintained

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):

- further encourage children's use of the book area by making it more attractive.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk