



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 117209

DfES Number: 512864

INSPECTION DETAILS

Inspection Date 12/05/2003
Inspector Name Glynis Pratchett

SETTING DETAILS

Setting Name Peter Pan Playgroup
Setting Address The Presbytery, Ocean Street
Plymouth
Devon
PL2 2DL

REGISTERED PROVIDER DETAILS

Name The Committee of Peter Pan Playgroup

ORGANISATION DETAILS

Name
Address

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

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 kitchen, toilets and a small enclosed outdoor area. It also has use of the local primary school's gym and library. The group is registered for 20 children aged from two years to under five years. Children may attend from the beginning of the term in which their third birthday falls. There are currently 22 children on roll, who attend a variety of sessions. This includes 11 funded three year olds and eight funded four year olds. The group has supported children with special needs in the past, although there are no children with special needs or English as an additional language currently attending. The playgroup opens five days a week during school term times. Sessions run Monday to Friday from 9:00am to 11:30am. Five full-time staff and one part-time volunteer work with the children. The manager has an NVQ level 3 qualification, the deputy has an NNEB, one member of staff has an NVQ level 2 and two hold Early Years qualifications. 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.

How good is the Day Care?

Peter Pan Playgroup provides good quality care for children. All staff are qualified and the staffing ratios are very good. Staff work very well together and the excellent key worker system ensures children benefit from having their learning and progress monitored daily. The operational plan is practically implemented and all policies are in place. Most paperwork is set down but some procedures need to be improved. The premises are well organised and provide an appropriate setting for children to develop in all areas. The environment is safe, warm and welcoming for children. There are effective and well thought out systems for ensuring children's safety when they arrive and depart. Staff have a good understanding of equal opportunities and all children are treated with equal concern. Staff are aware of children's dietary needs and there are set times for snacks. Children would benefit from having better access to drinking water. Staff plan an exciting and wide range of activities covering

the early learning goals. Children behave well and appear happy and actively engaged in their play, they freely move from planned to free play activities. Staff effectively monitor children's progress, this informs the planning for meeting children's individual needs. All children are included in the activities. Staff have a consistent and positive approach to behaviour management and children benefit from understanding the clear routines within the setting. The playgroup works very well with parents. There is a positive rapport between parents, staff and children. This approach directly benefits children's learning and welfare.

What has improved since the last inspection?

At the last inspection, the playgroup agreed to devise a policy for the administration of medication, ensure the complaints procedure includes contact details for OFSTED, seek written permission from the parents for emergency medical advice or treatment and produce an action plan to minimise the risk of the outdoor gates. All the paperwork and policies are now in place and the outdoor gates have a high level lock that can be released in an emergency.

What is being done well?

The playgroup has an excellent key worker system that ensures children's needs are met, their progress is monitored and this information is shared with parents and others so that consistency is maintained. (Standard 2) Staff plan a wide range of activities that cover the early learning goals. Staff are interested in the children and they extend children's learning by listening and talking to them. Children are happy, settled and learning. (Standard 3) The playgroup has a vast array of resources and equipment that supports children's learning in all areas. Toys promote equality of opportunity and provide positive images of race and culture that seek to avoid racial stereotyping. (Standard 5) Staff actively promote equal opportunities within the setting and use resources that support children's understanding. (Standard 9) Good systems are in place for supporting children with special needs. The inclusive and nurturing ethos of the staff ensures that children with special needs can be easily assimilated within the setting. (Standard 10)

An aspect of outstanding practice:

The playgroup provides an exciting and stimulating range of planned learning and play opportunities and activities for all the children. These are theme based, for example holidays. The whole setting is transformed for the activities and everyone participates. Children's learning and development is very well supported through these activities. (Standard 3)

What needs to be improved?

the procedures for keeping the register and a record of visitors. (Standard 2) children's awareness of the availability of fresh drinking water. (Standard 8) the system for recording any incidents that may occur in the playgroup. (Standard 11)

Outcome of the inspection

Good

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown

Std	Action	Date
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The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	ensure the attendance register shows the children's times of arrival and departure.
2	keep a record of visitors.
8	ensure children are aware of how they can access fresh drinking water at any time.
11	devise and implement a system to record any incidents

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Peter Pan Playgroup offers high quality provision, which helps children to make very good progress towards the early learning goals. There is very good coverage of all of the areas of learning. Progress in knowledge and understanding of the world is particularly good, however children would benefit from increased use of ICT. The imagination and creativity of each individual child is very well fostered. Teaching is very good. The staff possess a good understanding of the Foundation Stage. They plan an effective curriculum, which includes a wide range of interesting and practical activities. Staff take the time to ensure that activities are well thought out and properly resourced. Staff want the children to enjoy the experiences on offer. They make very good use of their knowledge of the individual children to ensure that they are helping them to learn. There is an excellent range of resources which staff use appropriately to support children's progress in all areas of learning. Children's behaviour is exemplary in response to the staff's clear and high expectations. Staff use a range of positive strategies and plenty of praise. The leadership and management is very good. The manager and the staff have a strong commitment to developing and improving practice, addressing any weaknesses. Staff work very well together as a team. They are supportive of each other and committed to ongoing training to further improve practice. The partnership with parents and carers is very good. Parents are well informed about the playgroup and the progress and significant achievements that their children make. Parents have a good understanding of the topics that their children are following. They are actively encouraged to support their children's learning and contribute to the playgroup in ways that they feel are appropriate. This contributes to the children's progress towards the early learning goals.

What is being done well?

Staff are very skilled in fostering children's creativity and imagination. They create a very well planned and stimulating environment where children learn through a wide range of practical play activities. Staff have a clear understanding of the early learning goals and make excellent use of a variety of strategies to teach the children. Staff have a very good understanding of the issues surrounding special needs. The setting supports reading extremely well. Children have a clear understanding that print conveys meaning. They are keen to handle books and to talk about what is or might be taking place in a story. Children are interested, excited and motivated to learn. They work well independently and with support. Children persevere, for example learning to do up buttons and belts. Children are self-confident, and form good relationships with both the children and adults around them. Their behaviour is exemplary. Children are independent and understand that different people have different needs, for example children support the child who is an elective mute. A strong and committed leadership and staff has enabled the setting to further develop since the last inspection. Staff are committed to providing a stimulating learning environment.

What needs to be improved?

Increased opportunities for children to write independently. Planning to clearly show differentiation for older/younger more/less able children, and evaluation of the planning to ensure that delivery is effective. The use of ICT.

What has improved since the last inspection?

The playgroup has made very good progress since the last inspection. At the last inspection, they were given a point for development. This was to give parents regular opportunities to discuss their child's attainment and progress and to give them opportunities to comment. There are now regular parents' evenings, which give them the opportunity to formally discuss their child and his or her progress. Parents feel very well informed about what takes place in the setting and are clear that they can go in and talk to the staff at any time if they have any concerns. Parents receive slips to inform them of any skills that their child has mastered. Children are independent and understand that different people have different needs, for example children support the child who is an elective mute. A strong and committed leadership and staff has enabled the setting to further develop since the last inspection. Staff are committed to providing a stimulating learning environment.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good
Judgement: Very Good Children's behaviour in the playgroup is very good, and staff act as positive role models. Children come into the playgroup happily. They change their shoes, often independently, and settle down quickly. The children are confident at selecting toys and activities. They have excellent communication skills. They talk freely about themselves and the world around them. They play well together. They show good levels of concentration and can persevere at tasks.	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Very Good
Judgement: Very Good Children enjoy a wide range of stories, games and activities, which develop their language and vocabulary skills. They enjoy using books, and listening to stories. They are encouraged to make up stories related to what they can see in books. Children recognise their own names and some other letters of the alphabet. Children clearly understand that print conveys meaning. They write for a range of purposes. More opportunities could be given for independent writing.	

MATHEMATICAL DEVELOPMENT	
Judgement:	Very Good
Judgement: Very Good Children count accurately and with a purpose to 20. Many of the children recognise the numerals zero to nine. Children are able to talk about numbers and say how many more or less than another number one number is. Children are able to use a range of mathematical language. They understand and use the correct language when comparing size, such as long, longer, longest. They use positional language confidently and are aware of patterns in mathematics.	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Very Good
Judgement: Very Good Children show a great interest in the world around them. Children have first hand experiences through many interesting topics, such as "Holidays" and "Living Things". Children make use of tents and camping equipment, use a globe, look for the correct seat number when boarding aircraft and are responsible for caring for plants. Children confidently use simple tools to design and make things. Children are helped to understand their own and other cultures.	

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Judgement: Very Good Children use a range of small and large equipment confidently. They have learned good co-ordination skills and show an awareness of each other when moving around, particularly when using ride on toys indoors. Children enjoy music and movement sessions in the school hall and show an awareness of changes in their bodies, for example they take off their jumpers during PE because they are hot. They handle a range of tools confidently and with a good	

deal of control.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Judgement: Very Good Children display creativity and imagination. They join in with songs and action rhymes, as well as creating their own music. They express themselves in music and movement. They paint and print confidently, both independently and in larger groups. Children select their own craft materials and resources. Children are encouraged to use their imagination during role-play and when telling their own stories. They taste items that they cook.

Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y
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OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no key issues to report, but consideration should be given to improving the following: opportunities for children to write independently. evaluation of planning; together with clearer differentiation for the age and ability of the child. the use of computers and ICT.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14: DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.