



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 226288

DfES Number: 581970

INSPECTION DETAILS

Inspection Date	06/07/2004
Inspector Name	Alexandra Brouder

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Peter Pan Playgroup
Setting Address	The Community Centre 41 High Street, Sileby Loughborough Leicestershire LE12 7RX

REGISTERED PROVIDER DETAILS

Name	Ms Judith Jelley
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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 was established in 1972 and registered under the Children Act from 1992. It operates from two halls in a Community Centre situated in the centre of a large village. The playgroup serves the local community and surrounding villages. The group has access to a kitchen, reception area, toilets, sports hall, and enclosed outside area.

The playgroup is registered to provide 38 places for children aged between two and five years old. There are currently 64 children on roll. This includes 20 funded three-year-olds and 30 funded four-year-olds. Children attend a variety of sessions each week. There are three children who have special education needs (SEN) and the group have systems in place for supporting children for who English is an additional language. The playgroup opens five mornings a week during school term times. Sessions are from 9:00am until 11:30 am.

The leader and six staff work with the children. Four staff have Early Years Qualifications, and one is working towards a relevant qualification. Most staff hold a current first aid certificate. The setting receives support from a teacher/mentor from the Leicestershire Early Years Development Childcare Partnership (EYDCP) and from an area Special Educational Needs Co-ordinator (SENCO).

How good is the Day Care?

Peter Pan Playgroup provides good quality care overall for children. The group uses available space appropriately, and this allows children the opportunity to engage in a range of activities, such as floor play, physical play, table activities and adult led activities. The group's policies and procedures are informative and are shared with staff and users of the group.

Arrangements for health and safety are good. Priority is given to maintaining children's safety. Staff have good procedures in place for the safe arrival and collection of children. Written procedures are in place for fire evacuations and risk assessments. There are times that staff do not countersign the accident book.

Children are encouraged to be independent in good hygiene practices, such as hand washing and blowing their nose.

The quality of care for children is good. Staff know children well and provide an inclusive environment, in which all children are able to flourish. Staff use a good range of questioning skills to extend children's knowledge. The group has a range of resources for all children and they are able to choose from a range of age and stage appropriate resources. However, planning for three years olds in the small room is not yet effective. Behaviour is managed well, and staff have high expectations of children's behaviour. Children behave well, are confident and have high self-esteem.

The partnership with parents and carers is good. They receive a range of information, both written and verbal, about children and the provision. Policies and procedures are available for parents and carers to view. Staff are available to be spoken with daily. Parents and carers are informed that they can talk to staff about their children's progress and have access to their individual records at any time. Information on the curriculum is displayed and newsletters go out regularly to inform them of themes for the term.

What has improved since the last inspection?

At the last inspection the group were asked to complete five actions. They needed to provide an action plan to show how staff would undertake relevant training to meet qualification requirements. This was put in writing and shared with Ofsted. There are currently four staff with childcare qualifications, and one working towards one. There was an uncovered drain that was accessible to the children in the outside area - this has had a cover fitted on it and is inaccessible to children. The fire doors in the small room were obstructed, the group have removed the obstruction and ensure that this area is always kept clear. Written parental permission to seek any necessary emergency medical advice or treatment was not in place. However, the staff have since obtained this from all parents and are able to act accordingly in an emergency should they need to. The behaviour policy did not include information on bullying and how staff at the group would deal with it. This policy has been adapted and includes the groups procedure on dealing with bullying along with all other aspects of managing behaviour appropriately.

What is being done well?

- Children access all the available space well. Activities are organised to ensure that children can access them freely. They are able to choose from a range of resources to meet their individual needs.
- The group has a behaviour management policy which is understood by all staff and implemented well. Staff were observed to manage behaviour very well, explaining to children why certain behaviour was not acceptable.
- A range of interesting and appropriate activities, and resources, are used to meet the needs of children. Staff question children well and have good relationships with children helping them feel confident in their approaches to each other and in their play.

- Staff have good relationships with parents and there are positive systems in place to ensure children's care and development are shared effectively.

What needs to be improved?

- the maintenance of the accident records to ensure that staff counter-sign entries;
- individual staff's knowledge and understanding of the groups child protection policy and their responsibilities.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

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

Std	Recommendation
7	Ensure that when recording accidents, staff countersign, in order to follow appropriate procedures.
13	ensure that all staff are aware of their responsibilities with regard to child protection issues, and that they are fully aware and understand the policy in place.

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

How effective is the nursery education?

Peter Pan Playgroup offers children a caring and fun environment in which they are making generally good progress towards the early learning goals. They are making very good progress in some of the goals.

The quality of teaching is generally good, with some very good aspects. Staff have a sound knowledge of the foundation stage and use this to help them plan effectively for most children. However, there are gaps in the curriculum for some of the three-year-olds, and staff are not yet evaluating children's progress to inform planning effectively. The challenges set for children in the main are good. Staff know children well and question them effectively in order to extend their learning. Staff that teach the younger children in the small room are not yet using the foundation stage or stepping stones to help the children progress.

Leadership and management of the setting is very good. The leader of the group is committed to providing a good service to children and parents, and this is well supported by the staff group. The leader is effective in assessing the strengths and weaknesses of the group and a key worker system is in place to ensure that all children receive an equal service. However, there are gaps in the planning for some three year olds. Training is supported well at the group, and a staff appraisal system is in place, enabling staff and management to discuss their progress and future development.

Partnership with parents and carers is very good. They receive written information about the provision, and have the opportunity to speak to staff daily. Parents and carers are informed that they can look at their child's progress records towards the early learning goals at any time. Information on the foundation stage is available in the foyer, with the curriculum plans displayed in the main play area. There is an information board used daily to inform parents and carers of what their child has done each day.

What is being done well?

- Children's personal, social and emotional development is very good. They are confident, interested and keen to learn. Their behaviour is very good.
- A good range of interesting and well-presented activities helps children develop their thinking, imagination, relationships and physical skills. Staff spend time talking and listening to children, helping them express their feelings and emotions in all age groups.
- Partnership with parents and carers is very good. Staff ensure that relevant records are kept of the children and that parents are made aware that they can access these at any time.

- Effective leadership and management supports continued improvement in the playgroup and encourages staff to evaluate and develop their existing skills and knowledge through continuing training.

What needs to be improved?

- opportunities for more able children to recognise their names on a more regular basis and practice their mark making skills freely within this;
- the planning system to ensure that all aspects are evaluated effectively and used to inform future planning;
- the planning of the curriculum for the younger/less able child to ensure that the stepping stones are used;
- regular opportunities for children to experiment with a range of musical instruments and music from around the world.

What has improved since the last inspection?

At the last inspection the group were given one key issue. This was to ensure that children are taught about health issues in relation to their eating. Staff feel that this has been met through a variety of food tasting in relation to themes and a continual cycle in what they give to children in the form of a snack each day. Staff stated that they talk to children about the importance of a healthy balanced diet and what effect it has on their bodies. Plans show evidence of food tasting used to further this area, and direct observation of the session in what children are given at snack time.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show curiosity and increasing independence when carrying out activities. More able children persist for extended periods of time and enjoy challenge. All children separate well from their main carer and are beginning to express their wants and needs. Children are confident and relate well to both adults and peers. Children behave well and understand the rules and boundaries in place; more able children remind others. They are gaining a positive self image of themselves and others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk well to adults and peers in large and small groups. They sit and listen appropriately when requested. They are beginning to connect ideas, and more able children explain what is happening and what might happen next. Children recognise rhythm in the spoken word and more able children begin to recognise the initial sound of some words. They enjoy books, and know that print carries meaning. They attempt mark making, but are not always able to extend on their knowledge in this area.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show an interest in number and most are able to count, and recognise, numbers up to 10 - some beyond this. They are beginning to understand that the total number of a separated amount is still the same. Children enjoy a range of songs and rhymes that introduce them to addition and subtraction. They use their play well to solve simple mathematical problems. Children use appropriate language; up, down, big, small; in their play and explore shapes in both two and three dimensions.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children enjoy exploring and finding out about living things and changes in their environment. They are able to design and build using a range of objects and construct with a purpose in mind. They have limited access to information and communication technology. They explore history through well planned activities and resources. Children use the environment and make maps of the area to develop their sense of place. They talk about significant events in their lives and explore those of others.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move well with confidence and in safety. They balance well and have appropriate resources to practice this regularly. They are able to negotiate space well, and are given many opportunities to do this both inside and out. Children handle objects with control and thread, post and pick up things well. They show an awareness of healthy eating and are beginning to understand the effect of exercise on their bodies. They use a range of small and large equipment well and in safety.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children explore a range of materials, and enjoy making marks. They construct with a range of objects. They recognise colours and more able children are able to predict what happens when mixing two colours together. Children listen to music, but have few opportunities to explore a wide range of music or instruments for their own enjoyment. They use their imagination and senses well, and are able to consolidate their learning of themes through well planned activities and accessible resources

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- Ensure that further opportunities exist in order for more able children to recognise their names on a more regular basis, and are able to practice their mark making skills freely within this.
- Ensure that children's next steps are evaluated effectively for all age groups, and used to inform planning, and that when completing the curriculum for the less able/younger child, the stepping stones are used effectively.
- Provide more regular opportunities for children to experiment with a range of musical instruments and music from around the world.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

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.