



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 120157

DfES Number: 583344

INSPECTION DETAILS

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| Inspection Date | 21/05/2003 |
| Inspector Name | Patricia Jane Daniels |

SETTING DETAILS

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| Day Care Type | Sessional Day Care |
| Setting Name | Peter Pan Playgroup |
| Setting Address | Alexander Barracks Brookwood Woking Surrey GU24 0QQ |

REGISTERED PROVIDER DETAILS

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| Name | The Committee of Army Welfare Services |
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ORGANISATION DETAILS

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| Name | Army Welfare Services |
| Address | Building 52 Newfoundland Road, Deepcut Camberley Surrey GU16 6SY |

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

Peterpan playgroup is located at Alexander Barracks in Pirbright and is registered for sixty eight children aged two to five years. The group is split between two buildings and is open in the mornings during term times. Children are divided into small groups of eight according to age, with a key worker supporting.

Funded children attend, their numbers depend upon the time of year and intake.

The Peterpan playgroup caters predominately for service children. However, under certain circumstances, places for civilian children will be allocated once the necessary security clearances have been made.

How good is the Day Care?

The playgroup provides a satisfactory standard of care.

There is a good staff to child ratio, but insufficient numbers of staff hold relevant qualifications. Staff are supported in undertaking training and are keen to participate. The playgroup is split into two buildings and the rooms in each are organised with specific activities in mind. The children move around the rooms within their keyworker groups and take part in a good variety of activities. Contact with children outside the keyworker group is limited. The children have access to a wide range of equipment. The group has a large outdoor area which is not fully utilised by children. Generally documentation is well maintained, however records of accidents are not always countersigned by parents.

Staff undertake a daily risk assessment on all the rooms to identify potential hazards. They give high regard to keeping the premises secure. However, aspects of the fire safety requirements are not met. Snacks are provided mid morning, drinks are always available. Most aspects of hygiene are satisfactory but the routine for children's hand washing needs to be reviewed.

Children are provided with a wide range of structured activities and free play. Staff

support children's play and learning. They develop good relationships with the children in their key worker group and have a very good understanding and knowledge of children's individual needs. Children's positive behaviour is valued and rewarded and children are encouraged to have consideration for others.

There is a good partnership with parents. They are kept informed through daily exchange of information and regular newsletters. They share information ensuring that children's needs are met.

What has improved since the last inspection?

At the last inspection, the provider agreed to ensure that children are not left alone with unvetted staff. A policy to this effect is now in place.

What is being done well?

- Staff develop good relationships with the children and support their learning and play. Children's development is promoted in all areas (Standard 3).
- Staff are knowledgeable about the children in their key worker groups. Children's individual needs are met (standard 10).
- Staff recognise and encourage children's good behaviour. They are consistent in their approach. The children have a clear understanding of how to behave which helps them to feel settled (standard 11).
- The group values its relationship with parents and encourages information to be shared. Parents are kept informed about their children and staff have a good understanding of the children's needs (standard 12).

What needs to be improved?

- the strategies to ensure that requirements for staff qualifications are met; (standard 2)
- the opportunities for children to socialise with others in different groups; (standard 3)
- the opportunities for children to play outside (standard 4).

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown

| Std | Action | Date |
|-----|--|------------|
| 2 | develop an action plan that sets out how staff training and qualification requirements will be met | 21/09/2003 |
| 6 | arrange for a fire officer to visit the premises and follow any recommendations made | 21/10/2003 |

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

| Std | Recommendation |
|-----|--|
| 3 | develop opportunities for children to mix with others outside their keyworker groups. |
| 4 | improve ventilation in the brick building. |
| 4 | develop children's opportunities for outdoor play. |
| 7 | review the hand washing procedure to ensure that children's hand washing routine is reinforced and paper towels are available. |

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

How effective is the nursery education?

The quality and standard of the educational provision is acceptable with children making generally good progress towards the early learning goals.

Children enjoy the many varied activities and experiences provided. They are confident, concentrate well and enjoy the responsibility of being helper for the day. They understand the daily routine of the playgroup well. Children work with a named keyworker and enjoy a close relationship with that person. They interact positively with other children within their group and negotiate well with them. However, opportunities for children to play and develop relationships during sessions with children outside of their immediate group are limited. There are also insufficient opportunities for children to move freely around the playgroup, making independent choices from the activities on offer.

The quality of teaching is generally good with enthusiastic staff who show interest in what the children are doing. They ask questions and use praise and encouragement to foster self-esteem. Behaviour is dealt with in appropriate ways.

Staff are familiar with the early learning goals and are clear about what they want the children to learn from planned activities. They adapt these to meet individual needs. Planning and assessment is used effectively.

Leadership and management is generally good. There is a positive attitude towards training and development and staff are supported and valued. Children with special needs and who have English as an additional language are supported well.

The partnership with parents and carers is very good. Parents receive useful information about the provision and value the supportive relationships they have with staff. They are encouraged to be involved with their children's learning and are informed of their children's progress and achievements both formally and informally.

What is being done well?

- The keyworker system allows staff to get to know their own group of children well and adapt activities accordingly to meet individual needs
- Children are confident and eager to learn. They relate positively to adults and interact well with children within their group
- The use of a daily helper helps children to take responsibility and build self-esteem
- The playgroup actively encourages parents to be involved with their children's learning.
- Planning and assessment is effective

What needs to be improved?

- opportunities for children, especially the four year olds, to engage in play and develop relationships with children outside of their own keyworker group
- further develop opportunities for children to explore and use books

What has improved since the last inspection?

The playgroup has made generally good progress since the last inspection. Three areas for improvement were identified. These related to maximising the use of spontaneous opportunities to teach letter sounds and basic mathematical calculations, to increase opportunities for all children to learn about healthy eating and how physical activity affects the body and improving the organisation and management of children especially at large group times to ensure children remain challenged and involved. Action plans were drawn up for each area for improvement and these have been reviewed and revised on three occasions since the previous inspection. Staff now take advantage of opportunities as they arise to teach and re-enforce phonics and encourage developing mathematical skills. Many children are developing confidence with sounds and letters and how numbers work

Children have been introduced to the concept of healthy living through the use of topics and the introduction of fruit and sandwiches at snack time on a weekly basis. Staff use this as an opportunity to speak about healthy eating. Planning and assessment records show that this is focussed on during physical play.

The organisation and management of children at large group times so they remain challenged and involved is addressed through appropriate deployment of staff, for example three members of staff working directly with children rather than two. Opportunities for children to work and interact in large groups is restricted however and some children, especially the more able, would benefit from being able to build relationships and play with a wider circle of children rather than those within their own key group.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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|------------|----------------|
| Judgement: | Generally Good |
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Children make generally good progress in personal, social and emotional development. They are confident and relate well to adults and children in their own keyworker group. They enjoy their play and take part in a range of activities where they concentrate well. However, they have limited opportunities to interact freely in child initiated activities with children outside of their own group. This restricts opportunities especially for more able children to build on their social skills

COMMUNICATION, LANGUAGE AND LITERACY

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|------------|----------------|
| Judgement: | Generally Good |
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Children make generally good progress in communication, language and literacy. They are confident speakers and engage in conversations with adults and each other. They develop good awareness of linking letters and sounds. Children show interest in writing and many are able to write their own name. More able children are challenged effectively Children enjoy listening to stories.

MATHEMATICAL DEVELOPMENT

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| Judgement: | Generally Good |
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Children's progress in mathematical development is generally good. Much emphasis is placed on developing counting skills. Children count confidently, some beyond 10, and some recognise and write numerals. Children are beginning to have an understanding of how numbers work and are encouraged to engage in simple problem solving exercises. They explore shape, size and number through a variety of practical activities

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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|------------|----------------|
| Judgement: | Generally Good |
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Children's progress in knowledge and understanding of world is generally good. Children are offered a variety of activities and play experiences which support this area of the curriculum. They are familiar with their local environment and their community and find out about other cultures. Children explore materials and objects and use a selection of tools through planned activities. They use the computer for a variety of purposes.

PHYSICAL DEVELOPMENT

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| Judgement: | Generally Good |
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Progress in physical development is generally good. Children move confidently and with control. They have spatial awareness and explore different ways of moving. They use a variety of equipment and are able to manipulate a range of tools and materials. Children are developing an understanding of healthy living.

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| CREATIVE DEVELOPMENT | |
| Judgement: | Generally Good |
| Children's progress in creative development is generally good. Many children recognise and name a range of colours. They explore different materials through a range of planned activities. They enjoy singing and are familiar with number rhymes and songs. They use their imagination in role play. Displays of children's work are displayed freely throughout the setting | |
| 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

- Extend opportunities for children, especially the more able, to interact with children outside of their immediate keyworker group in child initiated play.
- Investigate ways of encouraging children to explore books

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.