



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 109793

DfES Number: 515444

### INSPECTION DETAILS

Inspection Date 17/03/2004  
Inspector Name Carol Patricia Willett

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Peter Pan Playgroup  
Setting Address Methodist Church Hall  
Station Road  
Petersfield  
Hampshire  
GU32 3EB

### REGISTERED PROVIDER DETAILS

Name

### ORGANISATION DETAILS

Name Allyson Murray and Ruth Edbrooke-Stainer  
Address Petersfield Methodist Church  
Station Road  
Petersfield  
Hampshire  
GU32 3EB

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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 has been registered for four years. It is a privately owned group and operates in the Methodist church hall, which is close to Petersfield town centre. It takes children from the local community.

The pre-school is registered to take 26 children between two and five years although it is the group's policy to not take children who are younger than two years nine months.

It is open on Mondays and Wednesday between 09:00 and 15:00 and on Tuesdays and Thursdays between 09:00 and 12:00. The children who attend for the whole day bring their own packed lunches. Some children attend for the morning session only.

The group operates with a ratio of one adult to six children. Of the four members of staff, two have an early years qualification and one is in training. Three have current first aid training.

There are 22 children on the register at inspection, this includes three children aged three years, and nine children aged four years who are in receipt of funding. The playgroup accepts children who have special needs and those for whom English is not their first language.

The group receives support from the Early Years Childcare Partnership.

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

### How effective is the nursery education?

The provision at Peter Pan Playgroup is acceptable and is of good quality overall. Children are making generally good progress to the early learning goals. The children make very good progress in all personal, social and emotional development and in knowledge and understanding of the world.

Teaching is generally good. Staff are kind and caring, relating well and building trusting relationships with the children. They act as good role models using please and thank you when talking to the children. They know the children and families well and encourage the children to make progress. Good questioning techniques are in use to extend the children's thinking and learning. Time, space and resources are effective however planning documentation needs reviewing and evaluating.

Leadership and management is generally good. Staff are encouraged and committed to updating skills and knowledge. They feel valued and supported by the manager. They have regular meetings to discuss all aspects of the preschool and plan activities. Staff work well as a team, each is aware of roles and responsibilities. Staff need support with linking stepping stones and adapting children's learning rates

Partnership with parents is generally good. Parents receive suitable information about the preschool via newsletters and the notice board and the informative introductory booklet. They have a positive regard for the provision and staff feeling they are friendly, caring and approachable. Most parents feel well informed about their children's progress. They share information informally on a daily basis to ensure they meet children's needs and view achievement records annually. Parents do not have opportunities to contribute to children's assessment records.

### What is being done well?

- Children are happy and secure. They form good relationships with each other and are confident to approach all adults to involve them in their play.
- Children enjoy stories individually and as a group particularly enjoying the surprise box with props for the story where they sit, listen and participate well.
- Children have very good language skills. They are confident to talk and discuss ideas with staff and each other and especially at role play.
- Children are co-ordinated and some are very agile. They excitedly crawl through tunnels, walk on stilts; roll hoops, throw, and kick balls with increasing skill.
- Children knowledge and understanding of the world is very good from exploring the town and recording their observations through drawing.

Children have a sense of their place in the world from seeing where the holiday teddy has been.

- Staff are kind and caring, relating well and building trusting relationships with the children.

#### **What needs to be improved?**

- opportunities for children to see direction of print, talk about the authors and to use books to locate information
- children's awareness of bodily changes when active
- parents ability to contribute to children's assessment records
- planning documentation to show links to the stepping stones and how activities can be adapted for children learning at different rates.

#### **What has improved since the last inspection?**

There had been generally good progress since the last inspection. Children have good opportunities to become familiar with words. Staff read stories to children in ones or twos in the book corner where they look at the words as well as at the group story time. There is lots of labelling in the environment, which enables children to see words. Children recognise their own names at snack time. Children use the computer two or three times a month with suitable programs and are developing mouse skills. They operate and use a cassette player and electronic till in the role-play area.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and secure. They form good relationships with each other and are confident to approach all adults to involve them in their play bringing them ice creams from the hospital. Children are well motivated and play well. They are co-operative and can share and take turns. They behave well as a result of staffs respect, encouragement and praise.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children have very good language skills. They are confident to talk and discuss ideas with staff and each other and especially at role play. They enjoy stories individually and as a group particularly enjoying the surprise box with props for the story where they sit, listen and participate well. Children's ability to see direction of print, talk about the authors and to use books to locate information is limited.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are familiar with numbers up to ten counting more at registration. They reinforce counting throughout the session at the play dough table and during craft activities. The children count out the milk cartons and the number of children. They understand addition and subtraction through number songs. Children know basic shapes; they match, sort and sequence with plastic shapes and homemade cards.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore sand and water making cakes knowing the sand needs to be wet. They grow sunflower seeds and runner beans measuring and comparing height and they make a wormery. Children enjoy exploring the town going to the library, the market stalls and the supermarket paying for the biscuits. They record their observations through drawing. Children have a sense of their place in the world. They take the holiday teddy on holiday and bring photos and postcards marking the place on the map.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are co-ordinated and very agile. They excitedly crawl through tunnels, walk on stilts; roll hoops, throw, and kick balls with increasing skill. They move confidently and safely having a good awareness of space. Children have good manipulative skills using a range of tools including scissors, rolling pins, cutters, paintbrushes and pencils. They thread laces and manipulate jigsaw pieces very well. Children do not notice bodily changes when active.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children enjoy exploring colour and texture through a variety of craft activities including individual and group collages for wall displays with bees and ladybirds. The children have very good imaginative skills when they role play and dress up. They become doctors and patients and sell fruit at the shop. Staff introduce new vocabulary for example 'are you the police surgeon' which the children repeat frequently. Children like making music creating their own maracas from papier-mâché.

**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**

- increase opportunities for children to see direction of print, talk about the authors and to use books to locate information
- develop the program to enable children to be aware of bodily changes when active
- provide opportunities for parents to contribute to children's assessment records
- develop planning documentation to show links to the stepping stones and how activities can be adapted for children learning at different rates.

*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.*