



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 122566

DfES Number: 518616

INSPECTION DETAILS

Inspection Date 25/02/2004
Inspector Name Helen Hudd

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Peter Pan Play School
Setting Address United Reformed Church Hall
Keswick Road, Bookham
Leatherhead
Surrey
KT23 4BE

REGISTERED PROVIDER DETAILS

Name The Committee of Peter Pan Play School 1023363

ORGANISATION DETAILS

Name Peter Pan Play School
Address United Reformed Church Hall
Keswick Road, Bookham
Leatherhead
Surrey
KT23 4BE

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 Play School operates from the United Reformed Church Hall, in Bookham, near Leatherhead, Surrey. The group has access to a large hall and a smaller room, with adjacent toilet and cloakroom facilities. The play school serves the local area.

Peter Pan Play School is registered to provide sessional care for 26 children aged 2 to 5 years. There are currently 35 children on roll. This includes 16 funded three and four year olds. Children attend for a variety of sessions.

The group opens five days a week during school term times. Sessions are from 09:15 until 12:00 on a Monday, 09:15 to 12:15 Tuesday, Wednesday and Friday and from 12:00 to 14:30 on a Thursday. Children attending this session bring a packed lunch.

A team of qualified and experienced staff work with the children, who promote early learning through traditional teaching practice, such as learning through play.

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

How effective is the nursery education?

The provision for nursery education at Peter Pan Play School is acceptable and of good quality overall which enables children to make generally good progress towards the early learning goals. Children's progress in personal, social and emotional development and knowledge and understanding of the world is very good, in all other areas of learning their progress is generally good.

The quality of teaching is generally good. Staff plan an environment which demonstrates a good understanding of the stepping stones and use information about children's development to inform future planning. They talk to children during play and ask questions to support learning, however they do not always extend language beyond basic vocabulary at planned activities. Staff encourage good behaviour by talking positively to the children, they provide good support for children with special needs and manage unwanted behaviour effectively. They work well together as a team.

The leadership and management of the Play School is very good. The management team show a commitment to ongoing improvement by completing the Pre School Learning Alliance (PLA) accreditation documentation annually, and request written feedback from parents for evaluation purposes. Staff receive an annual appraisal and training needs are identified. They attend staff meetings every five weeks and are given the opportunity to attend training to update and improve their knowledge.

Partnership with parents is very good. Parents receive information about the setting and their child's progress through newsletters, verbal feedback and the notice board. They are invited to contribute to their child's development record each term, and are asked to provide written feedback two weeks after their child starts at the provision so that staff can ensure their needs are being met.

What is being done well?

- Children are encouraged to be independent and develop their self help skills by pouring their own drink and handing out biscuits at snack time.
- Staff provide good opportunities for children to explore their senses at various activities, including recognising fruit and vegetables by their smell and fruit tasting.
- Staff talk positively to the children and manage unwanted behaviour effectively using calm explanation. They provide good support for children who have special needs.

What needs to be improved?

- opportunities for children to mark make and write for a purpose within general play activities
- opportunities for children to experiment with weight and capacity at activities such as pouring and filling
- extension of children's language beyond basic vocabulary at planned activities.

What has improved since the last inspection?

At last inspection the Play School was asked to provide more opportunity for child initiated creativity. Children now have opportunities to develop their creativity independently at activities such as painting, play dough, collage, junk modelling, role-play, dressing up and musical instruments. Sand and water play cannot take place indoors due to restrictions in use of the building, although it is provided outdoors on a regular basis in the summer months.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's independence and self help skills are encouraged at activities such as pouring their own drinks at snack time. They are confident, motivated to learn and show concern for their peers. They learn about different cultures and beliefs through positive reflection of diversity within the resources and by celebrating various festivals.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy looking at books independently, they handle them correctly turning pages from right to left. Opportunities for children to mark make and write for a purpose are not extended into general play activities such as role-play. Children speak confidently and initiate conversations, however staff sometimes miss opportunities to extend children's language beyond basic vocabulary during activities.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use developing mathematical concepts such as matching and sorting at activities including Lotto and Linking Elephants, however they have limited opportunities to experiment with weight and capacity at activities such as sand and water play. Children can name colours and shapes and they count confidently up to ten. Staff take opportunities to extend counting into general play activities such as bouncing on the trampoline.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore their senses at a range of activities such as fruit tasting, cooking and collage using different textures. They talk about the different features of their environment and recall past events when looking at photographs of familiar buildings within the village. Children learn about how things grow and change in the natural world by growing flowers and vegetables.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently and safely with increasing control. They practice balancing and climbing on the climbing frame and trampoline, however staff miss opportunities to promote children's health and bodily awareness. Children use small equipment such as scissors and rolling pins competently.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children participate enthusiastically in role-play; they dress up and use their imagination to act out familiar situations, however they have limited opportunities to play creatively with sand and water. Children explore texture, shape and colour at activities such as collage and junk modelling.

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

- provide opportunities for children to mark make and write for a purpose within general play activities
- provide opportunities for children to experiment with weight and capacity at activities such as pouring and filling
- ensure that children's language is extended beyond basic vocabulary at planned activities.

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.