

Peter Pan Playgroup

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Peter Pan Playgroup re-registered in a new room on the same premises in October 2010. It has operated in the area for over 20 years, is a registered charity and is run by a management committee. The playgroup has the use of the Family room within Stoneleigh Primary School, Oldham and takes children from the local area, the school nursery and Mayfield Primary School nursery. Children have access to a secure outdoor play area.

The playgroup is registered on the Early Years Register. They may care for 16 children under eight years, all of whom may be in the early years age group with none under two years. There are currently 33 children on roll attending part-time. They are all early years children and 16 of them are in receipt of the nursery education grant. The playgroup supports children with special educational needs and/or disabilities and children with English as an additional language. The playgroup is also registered on the compulsory and voluntary parts of the Childcare Register.

The playgroup is open Monday to Friday during school term time. It opens at 8.30am and closes at 3pm. Children either attend morning or afternoon sessions. There is a staff team of four who work either part-time or full-time with the children and over fifty percent of them have appropriate early years qualifications to a minimum of Level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making steady progress in most areas of learning based on their starting points and abilities. Their welfare needs are well known by staff, who meet them appropriately. Children are happy, secure and settled at the setting. The working partnerships with parents and other agencies significantly contribute towards the inclusive environment where each child is recognised as unique. Self-evaluation is collaborative and promotes continual improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the analysis of children's tracking records to ensure children benefit from a full range of experiences, including those that are predictable, comforting and challenging
- improve the links with the school nurseries to ensure consistency and continuity for children who attend both settings
- review risk assessments frequently to monitor their effectiveness against changing needs.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as staff have completed safeguarding training and understand their roles and responsibilities to protect children from harm. The setting have recently reviewed and updated their policies and procedures for the safe and efficient management of the setting with the exception of risk assessment. These have not been updated to take account of the recent changes that have taken place although daily checks carried out keep children safe both indoors and outdoors. Security and safety measures are in place and children are supervised well. Appropriate recruitment and induction procedures ensure adults are suitable to be in close proximity to children. Ongoing suitability is monitored through support sessions and annual appraisal.

The manager and her staff work well together as a team and complete regular training for their professional development; for example, Every Child A Talker training and provision mapping for children with special educational needs. They work collectively on self-evaluation with input from parents, children and other professionals to identify development areas and draw up action plans to target improvement, such as embedding staffs' understanding of themes and commitments and setting up the book bag loan system for parents. Systems are in place for the staff to observe, assess and track children's progress. However, there is no overview of the tracking documents and as a consequence the setting has not identified that there are several gaps in provision. The environment reflects positive images that represent our diverse society and promotes anti-discriminatory practice, thereby creating an atmosphere where children and families feel included, safe and valued.

The setting works well with parents, carers and other professionals. Good settling procedures ensure children are happy and secure and parents can leave in the confidence that their children are well cared for. The close working relationships with multi-agencies means that children with special needs are effectively supported. Home/school books are used well between the setting and parents as a mechanism for keeping up-to-date and are particularly effective for children with English as an additional language. Their use is not yet as effective with other early years providers. However, the setting attend cluster meetings through the local Children's Centre and have verbal links with staff from both the school nurseries children attend.

The quality and standards of the early years provision and outcomes for children

Staff have a generally sound understanding of the Early Years Statutory Framework and learning through play. They make observations of children on a regular basis and match these to the expectations of the early learning goals to track progress and identify future learning for individual children. As a result, children make satisfactory progress towards the early learning goals across most areas of learning. However, there is too little opportunity for them to engage in

some aspects of learning, such as, calculating and linking sounds and letters and this means there are gaps in their learning.

Staff provide a balance of adult-led and child-initiated activities based on children's interests therefore children are actively engaged. A well-organised daily routine provides regular times for children to move freely between indoors and outdoors. A good range of equipment and sensitive adaptations to the outdoor environment means all children are supported in their learning regardless of their ability or where they prefer to play. Children are developing independence. They make decisions about where they will play and which resources they require and at snack time they select the type of fruit they would like and what they would like to drink. They are learning about working together and follow simple rules that help to embed their understanding of turn taking and sharing resources. For example, two children at the dough table is reinforced by only having two chairs at the table. Children know they can only play when there is a space for them and negotiate between themselves when it is their turn. These type of abilities and skills will underpin their future learning.

Strong trusting relationships are forming between adults and children as they share experiences and play together, giving the children a sense of security and a firm basis to explore and learn. They all enjoy music time, joining in enthusiastically and at story time the use of animal props and a giant book captures each child's attention as they eagerly wait for their animal to appear in the story and talk confidently about its name and some characteristics. Children build towers and laugh happily as they fall down resolutely starting again and develop their imaginations with castles, small characters and animals by acting out simple scenes. They express their thoughts freely at the easel using bold strokes and large brushes and discuss colours as they mix paint together at another activity.

Children are developing their self-help skills, most can manage their coats and those who cannot ask for help. They wash their hands and dry them carefully and dispose of tissues in the bin developing good personal habits. Children benefit from the promotion of healthy lifestyles.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met