

Peter Pan Playgroup

Inspection report for early years provision

Unique reference number 109793
Inspection date 06/06/2011
Inspector Coral Hales

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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 registered in 2000 under private ownership. The group operates in the Methodist church hall, which is close to Petersfield town centre. It takes children from the local community. The playgroup is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The playgroup is registered to take 26 children between two and five years old although it is the group's policy to not take children who are younger than two years and nine months old. There are currently 30 children on roll. This includes 22 funded children. The provision welcomes children who have special educational needs and/or disabilities and currently support five children for whom English is an additional language.

The setting is open on Monday and Wednesday between 9:00am and 2:55pm and Tuesday between 9:00am and 1:00pm and on Thursday between 8:45am and 12:45pm and is closed on Fridays. The children who attend for the whole day bring their own packed lunches. Some children attend for the morning session only. There are five practitioners who work in the setting including two managers. All but one practitioner are qualified. A mentor teacher from the local authority and support staff from Children's Links visit the group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled and occupied with suitable activities. They enjoy their time at the playgroup and are making satisfactory progress in their learning overall. Most systems to enable children to make as much progress as possible have been implemented. Children are at the heart of all routines and are clearly familiar with them. Effective links exist between providers, parents and other agencies. The setting has clear procedures on inclusion and continues to develop resources and activities to promote diversity. They work closely with parents and others to ensure they identify all children's individual needs. Staff understand the need for reflective practice and continue to develop and implement their own systems as well as completing the self-evaluation document. They demonstrate the ability and commitment to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- review the presentation and accessibility of resources to ensure all children are fully engaged and that sufficient challenge is provided across all aspects

of the session, with particular regard to opportunities for children to express their imagination and develop early reading skills

- develop further the culture of reflective practice to identify and prioritize the setting's areas for development that will improve the quality of provision for all children
- improve systems for the initial identification of children's achievements, interests and learning styles to ensure that relevant appropriate play and learning experiences are offered
- establish opportunities and extend resources which reflect diversity in society and the wider world to enable children to foster a respect for their own cultures and beliefs and those of other people.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust, regularly reviewed and understood by those who work with them. Staff are aware of their responsibilities to report and follow up on any concerns they may have about children in their care. All relevant information is displayed and effectively shared with parents.

Effective recruitment procedures ensure all staff are competent, qualified and cleared to work at the playgroup. The well established staff team, most of whom have worked together for several years work well together. They know how each other work and are aware of their roles and responsibilities in order to support the children.

Children are cared for in a clean, well maintained environment where their safety is prioritised. Staff challenge unknown visitors to the setting and children are extremely well supervised at all times, both inside the building and when out using the garden. Routine risk assessments together with a good understanding of how to minimize hazards ensure that the premises are safe and a record is maintained as required.

All the required paperwork is in place and well maintained policies and procedures outline the service provided, these are also available to parents via the website. Self-evaluation is in its infancy and at present concentrates mainly on what is provided not areas for improvement. However, the managers and their staff show commitment and enthusiasm and continue to provide the best possible care they can. Regular meetings and discussions enable them to share information and ideas are noted on their development plan. Staff have addressed the recommendations from the last inspection.

The setting has clear procedures on inclusion and staff strive to gather useful and relevant information on children's individual care needs at registration. All children are supported by caring staff and those with special educational needs and/or disabilities or English as a second language receive additional support. Staff continue to work closely with other agencies to provide support to the families to help their child make as much progress as possible. Informal daily discussions with the parents when they collect their child ensure continuing welfare needs are

known. Children are encouraged to value each other's differences and respect one another and staff demonstrate positive attitudes to diversity and have identified this as an area for development.

The playgroup provides a broad range of resources both inside and outside and children have full access to what is set out. However, they are not always used effectively to interest or challenge children's learning.

Good working partnerships with parents and other professionals are evident. They report friendly working relationships with staff and are offered regular opportunities to discuss their child's progress with key workers.

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

Staff know the children really well and work effectively as a team demonstrating clearly that they offer support to each other. Children move freely and happily around the playgroup and outdoor area, selecting activities to take part in and are active and curious learners. However, not all activities offer stimulation and challenge, and learning is not consistently extended. Knowledge of children's starting points and home learning is not always effectively shared and this impacts on staff's ability to identify next steps in learning. Progress records are in place and are always available for parents to view.

Children are forming positive relationships and most develop their communication skills as they work both independently as well as alongside their peers. For example, three children play a game and count, recognize colours and clearly understand when it is their turn. One child tells the others that it is just as much fun to join in as it is to win. Their language is well developed and staff make this a fun activity with learning well extended. Children really enjoy group story time, joining in enthusiastically and predicting outcomes, and some use the book area independently. However, there is little to promote children's interest in early reading. Children show imagination for example, they play with dinosaurs in the sand and then fill, pour, sift and sort as they play. They have fun as they play with the small world toys, showing good levels of concentration. Children have some opportunities to role play familiar scenarios, although this activity is not always available in the playroom. Children learn about the local community and begin to understand the wider world. However, not all children have opportunities to obtain a positive sense of their own identity and culture and use their home language in their play and learning.

Effective and innovative use of the outside space by staff is a clear strength of the setting. Children free-flow from the playroom into this area and enjoy the good range of resources and activities to cover all areas of learning. For example, one plays with a wooden car, whilst others paint, draw and use the blackboard. Others use the wheeled toys to develop their skills, show confidence and are encouraged to share.

Children learn to adopt healthy lifestyles in the setting through constant access to the outdoors. They are offered a variety of healthy snacks which includes fruit and regular drinks. Children demonstrate good levels of independence as they follow suitable toileting routines. They recently enjoyed watching a baby being bathed and this reinforced their understanding about hygiene routines.

Children of all ages are comfortable about approaching staff for support with activities which shows they feel safe, such as to read a book together. One child sits in the book corner and is quickly joined by others who enjoy a story cuddled up to staff.

Children work together and develop collaborative skills as they learn to share and take turns for example, when playing games at the table. They listen and take part in simple tasks such as carrying the tray after snacks and enjoy the role of the helper. This promotes their understanding of making a positive contribution and builds their skills for future learning. Children behave well and staff are aware of how to handle incidents taking into account children's age, ability and understanding.

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	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
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	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
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