

Peter Pan Pre-School Playgroup

Inspection report for early years provision

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Inspector Jacqueline Nation

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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 Pre School Playgroup opened in 1969 and operates from a village hall in Stourton, Staffordshire. The group have use of the main hall and an additional room which is mainly used for quiet activities. The group serves children and families in the local and surrounding areas. The premises are easily accessible and there is a fully enclosed area for outdoor play. The setting has procedures in place to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The provision is registered on the Early Years Register and the compulsory part of the Childcare Register. The setting is registered for a maximum of 26 children at any one time. There are currently 13 children on roll, all of whom are within the Early Years Foundation Stage. The group is open five days a week during school term times from 8.30am until 12.30pm. Children are able to receive funding for nursery education.

There are four members of staff employed in the playgroup, two of whom hold appropriate early years qualifications. The setting receives support from the local authority and is a member of the Pre School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy attending this welcoming and friendly group and make good progress in their learning and development. Strong links with parents and carers ensure children's individual needs are met and their protection assured. Highly effective partnerships with other providers ensure children are supported very well through excellent transition arrangements. Well-organised policies and procedures are followed and risk assessments are clearly recorded. Evaluation systems are in place and demonstrate the setting's ability 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:

- ensure planning clearly identifies how activities will promote individual children's progress towards the early learning goals
- develop further self-evaluation procedures to include the views of all service users, including children.

The effectiveness of leadership and management of the early years provision

Staff have a robust approach to keeping children safe, and safeguarding children is given good consideration. Staff attend training to update and secure their

knowledge and understanding of safeguarding procedures to ensure children's well-being. Recruitment and vetting procedures are robust and systems are in place to check staff's ongoing suitability to work with children. Risk assessments are comprehensive and cover all aspects of the setting, including outings. Clear policies, procedures and record keeping-systems ensure children are kept safe, protected and supported. Children's health and dietary needs are recorded efficiently and staff are trained to administer first aid.

The setting provides an ethos where children are warmly welcomed and it is evident that each child is valued and respected. Staff know the children very well and provide them with a calm and nurturing environment where they show a very strong sense of belonging. Good use is made of the space within the hall to provide a broad range of different activities and experiences during each session. This supports children's enjoyment and achievement. Highly effective partnerships are in place with other providers, particularly the local infant school, and this helps to ease the transition arrangements for children moving to school. Staff liaise very closely with parents, other professionals and outside agencies, to ensure each child gets the support they need at an early stage to help them in reaching their full potential. Systems are in place to support children with English as an additional language and children learn to appreciate diversity and take into account other's different needs and backgrounds. They take part in a wide range of activities and experiences and use resources which reflect positive images of culture, gender and disability.

Staff are committed to working in partnership with parents and they value their involvement in the setting. On admission staff bring together very helpful information from parents about their child and this is recorded on an 'All about me' form. Parents receive clear and detailed information about how the group operates. For example, a wealth of information is displayed in the entrance area, including a delightful range of photographs of children taking part in activities. Parents are invited to open mornings to discuss their child's progress and are encouraged to contribute to the learning and development records. Parents share their views about the provision as the group provides them with an annual questionnaire. Feedback from parents spoken to at the time of the inspection is very positive and they recognise what the setting achieves for their children.

The setting evaluates their practice and demonstrates a strong commitment to continuous improvement. This is done through the self-evaluation process. However, there is scope for improving this aspect of the provision by involving all service users, including children. The recommendations from the previous inspection have been implemented successfully to improve outcomes for children in relation to their care, well-being and developing independence.

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

Children are happy and confident. They achieve well and make good progress within the Early Years Foundation Stage. Planning provides a good balance of adult-led and child-initiated activities which cover all areas of learning. Staff are

enthusiastic in their planning efforts and plan a wide range of projects throughout the year. They use information about children's interests to tailor learning experiences for their enjoyment and achievement. However, whilst the children's early years diary provides a good overview of what children achieve, planning documents do not clearly identify how activities will promote individual children's progress towards the early learning goals.

Staff place a strong emphasis on children's personal, social and emotional development. Children are very familiar and secure within their environment. They arrive confidently, find their name on the board and leave their parents with ease. Staff interaction with the children is good. Children benefit from a stable, committed staff team who treat children with respect and who are genuinely interested in what they say and do. Children's behaviour is very good. They are learning to respect each other's feelings, share, take turns and develop good manners. At circle time each morning children say 'good morning' to each other and shake hands. Children become aware of the wider world through planned projects, activities, discussions and the use of a wide range of interesting artefacts which they can examine and talk about. Children are aware of their environment and community. They visit the local infant school where they are included in activities, and visit a residential home where they proudly show off their Easter bonnets and sing nursery rhymes to the residents. Children benefit from regular visitors to the setting. This includes the police, fire officers and the Royal National Lifeboat Institution who plan activities and talk to the children about keeping safe by water. Parents also share their skills with the children, such as 'pet grooming', to promote children's awareness of being kind to pets, and to help support children's confidence around pets.

Children are actively encouraged to become independent and make choices about what they want to do during the session. There are plenty of resources to support their understanding of technology, for example, a computer and a wide selection of electronic toys. They enjoy playing and working in small groups or pairs, but are equally happy following their own individual interests. Children make up their own games and use their imagination well. For example, they crawl through tunnels, sit in tents and talk about 'Who is going to be the dragon'. In the role play area they pretend to make food and offer drinks to anyone who ventures into the area.

Literacy skills are encouraged and children enjoy circle time where staff help them to link sounds to letters through fun activities, such as, 'Knock knock, what's in the box?'. There are frequent opportunities to make marks using paints, play dough, sand and crayons, with some children attempting to write their name. Children's problem-solving, reasoning and numeracy skills are fostered well in practical contexts. They play in sand and water to explore volume and capacity, use scales for weighing heavy and light objects, confidently talk about shape names and colours, and count the number of children sitting on the mat.

Good attention is given to implementing hygiene procedures to promote children's good health and minimise the risk of cross-infection. Children develop good self-care skills and they know why they wash their hands after using the bathroom and before eating. Healthy eating is encouraged and children are offered milk and water to drink and a range of nutritious snacks. Children enjoy a sociable snack

time where they chat with their friends and are keen to take on the role as a helper. Children have access to their individual water bottles throughout the session to ensure they remain hydrated. Physical skills are encouraged and children relish being in the fresh air and enjoy access to the outdoor play area. They also have plenty of space indoors to move around freely and refine their physical skills. For example, they confidently use the climbing frame and slide and love to ride two-wheeled bikes, which have stabilisers fitted, with great skill and agility. Overall, a very welcoming and inclusive service is provided and children develop the personal qualities that enable them to take responsibility for small tasks and develop skills for the future.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
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	2

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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