

# Peter Pan Play School

Inspection report for early years provision

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**Unique reference number** 122566  
**Inspection date** 21/06/2011  
**Inspector** Susan McCourt

**Setting address** United Reformed Church Hall, Keswick Road, Bookham,  
Leatherhead, Surrey, KT23 4BE  
**Telephone number** 07908018924  
**Email**  
**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 Play School is a committee run group. It opened in 1992 and operates from the United Reformed Church Hall in Bookham in Surrey. It is registered on the Early Years Register and the compulsory part of the Childcare Register.

A maximum of 26 children may attend the play school at any one time. The play school is open Monday to Friday from 9:10am to 12:10pm, term time only. Children have access to a secure, enclosed outdoor play area.

There are currently 29 children aged from two to under five years on roll. Of these, 26 children receive funding for nursery education. Children come from the local community. The play school supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The play school employs eight members of staff, all of whom hold an appropriate early years qualification. A current first aid certificate is held by four members of staff.

The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The play school meets the individual needs of children very well. Staff have created an excellent learning environment and give children maximum time to be active and independent learners. Staff, managers and the committee have a reflective and responsive approach to self-evaluation and gear all their efforts to improving the outcomes for children with a minor weakness in their work with partners. This gives them a strong capacity for continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- work with partners to obtain feedback on children's attainments in the Foundation Stage to help evaluate the provision.

## **The effectiveness of leadership and management of the early years provision**

Children are very well safeguarded. All staff go through a rigorous recruitment and checking procedure before working with the children and the induction process ensures that all staff understand their roles and responsibilities in protecting

children from harm. The risk assessment is thorough and staff carry out daily checks to ensure the play school is safe before children arrive. All staff have proper regard for the documentation of any incidents and accidents which underpins children's well being. The committee, manager and staff team have a strong shared purpose in providing the best that they can for the children in their care. They reflect on their practice and set realistic targets for improvement that will have the most impact on children in terms of their learning and development. All the recommendations made at the last inspection have been fully addressed. They are aware of their strengths and will immediately adapt the provision to suit the situation. For example, when the snack bar was particularly and unusually busy, staff immediately made another table available so that children could eat together.

The play school is exceptionally well resourced and staff skilfully organise the play equipment to provide interest and challenge. They also have regard for sustainability as they compost the scraps from the snack bar which in turn helps them to grow the herbs, vegetables and flowers that children plant in the garden. Staff are very skilled at ensuring that children always have someone alongside them to support their play and strike the perfect balance of fostering independent, purposeful play while also ensuring that the children are having great fun. Staff ratios are consistently surpassed. Staff have high regard for equality issues and ensure they know each child's home culture, providing a welcome in all the languages spoken in the group. Staff also use sign language, visual timetables and pictorial prompts to foster good communication with all children. For example, a pictorial notice on the door shows children that today they will need wellies and a coat or jumper to play outside, which fosters all children's independence and helps address any achievement gaps. Children with special needs or disabilities have their developmental needs closely monitored in partnership with parents and other agencies to provide consistent, coherent care. Staff have a good relationship with the receiving school and work with them to adapt the curriculum to ensure children have the social and self-care skills they need. However, the manager does not ascertain from the school the Foundation Stage achievements of the children they have cared for, which means they do not have the full feedback which could help them evaluate their provision.

Parents have outstanding opportunities to take part in their play school. The managing committee is made up of parents and they work closely with the staff team to ensure the group runs smoothly. Parents also act as helpers each day so they can work alongside the staff and see the work in action. Staff provide information about the activities and themes, as well as ideas on how to extend this learning at home. Parents meet with the key-workers at any time to discuss their child's progress and give their views. The parents opinion and feedback is highly valued and gives children consistent holistic care. Staff, committee and children work together in community events such as parades, which creates a cohesive community within a community.

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

The learning environment is bright, airy and enticing. Children immediately have a wide range of good quality play options when they arrive, and the routine is established to provide children with the maximum time for self-chosen activities. Children can therefore really sustain and develop their play through the morning and can persist in learning new skills. The outdoor area is also a place where children can investigate and explore, setting their own challenges. Play equipment is skilfully organised. For example, a box of binoculars, magnifying glasses and bug boxes also includes laminated picture reference guides to the bugs they may find, meaning that children can easily learn about nature should they find any creatures as they play. Staff have a strong understanding of the Early Years Foundation Stage and use it effectively to monitor and assess children's learning and achievements. The excellent learning environment means that staff can make good observations during free and independent play. They note children's individual progress against the Foundation Stage, and can also use that information to monitor the provision as a whole and plan activities to address any group shortfalls. As a result, children make good progress from their starting points. Staff are also skilled at meeting children's next steps in adult-led planned activities. Staff know all the children as individuals and take their personal learning styles into account so that quiet or shy children can learn and develop as well as more active learners.

Children feel very safe and secure in the setting. Staff work closely with the parents to ensure that children settle in at their own pace. As children arrive in the morning they settle very quickly to play, and staff are immediately on hand to give them any support they need. Children learn to handle scissors and small knives safely as they take part in craft activities and prepare the snacks. They also learn how to keep themselves safe when constructing with large blocks or guttering structures as staff are on hand to help. Children clearly relish the play opportunities they get and are fascinated by what they can do. For example, a deep tray was filled with buttons of different colours and sizes, along with a range of containers and weighing scales. Children could examine the buttons and make comparisons or collections, fill and empty the containers and learn about how the buttons flow was different to sand, and solve problems such as balancing the scales with such a variety of sizes and weights.

Children's imaginative play is also given maximum opportunity to flourish, and a group of friends were able to take care of their dolls and bake playdough biscuits and cakes for their friends. At the same time, other children were able to be spacemen, building space ships out of blocks and identifying the aliens present. The standard of cooperative play in the play school is very high. Children have made strong friendships and they negotiate well in deciding how to play. Staff support children to find their own solutions in any disputes, and are skilled at encouraging children to express themselves, saying 'it looks like you want to tell me something' when a child looks sad or unhappy. This helps children to be assertive and as they are treated with such respect, they in turn treat each other with great respect. Children have an exemplary sense of belonging and quickly

involve visitors and new friends in the routine, reminding them when it is time to tidy up and seamlessly providing a strong sense of cohesion. These social skills and their confidence in approaching new experiences gives them strong skills for the future.

Children have good opportunities to adopt healthy lifestyles. They eat healthy foods in their own time, giving them an awareness of their own appetite. As they help to prepare the snacks and take part in cooking activities, they chat with staff about the different foods and how it is good for them. Drinks of water are always available and children can take care of their own personal hygiene without prompting, while younger children ask for help when they need it. Children's motor skills are well developed by the physical play opportunities provided and they can play in the fresh air every day.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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	2
The effectiveness of the setting's engagement with parents and carers	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
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	1
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