

Peter Pan Playgroup

Inspection report for early years provision

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13/09/2011

Inspector

K.A. Bryan

Setting address

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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

The Peter Pan Pre-School Playgroup was established in 2007; it has charitable status and is committee run. The setting operates from the main village hall in Fleckney, Leicestershire and children also have access to an enclosed outdoor area. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 26 children under eight years of age; of these, not more than 26 may be in the early years age range. At present there are 15 children on roll, all of whom are in the early years age range. The pre-school is open each weekday morning from 8.30am to 12.30pm during term time only.

There are eight members of staff who work with the children, seven of whom hold a relevant childcare qualification. The pre-school has strong links with other local groups within the community and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at the setting because they are interested and secure and have good levels of staff support. This means staff can plan activities and resources geared to their individual interests. Staff have developed innovative ways of involving parents in the setting and are working towards enhancing relationships with other providers. Staff use planning well and this ensures children make good progress in most areas of learning. All required policies and procedures are in place and are used effectively to underpin the management of the setting. Systems to monitor and evaluate the setting's performance are good and self-evaluation is used well to ensure the group consistently maintains high standards which benefit children. All recommendations from the last inspection have been implemented.

What steps need to be taken to improve provision further?

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

- develop further children's awareness of the wider world, with particular regard to learning opportunities which take them into the local community
- strengthen the systems to communicate with other settings that children also attend to ensure coherence of learning and development.

The effectiveness of leadership and management of the early years provision

Staff have a clear understanding of their duty to safeguard children and all have attended training in this area. They understand how to use the reporting procedures in place should they need to. A detailed policy is in place which is shared with parents so they are clear how their children will be protected. Children's safety is further enhanced as admittance to the building is monitored vigilantly by staff. Visitor's have to register their attendance in the visitors book so that staff have a good awareness of who is on the premises. Recruitment procedures are robust and all staff at the setting have been vetted and are suitable to work with children.

The setting has good measures in place to help children to learn about keeping themselves safe, for example as staff talk to them about road safety and stranger danger. Detailed risk assessments are in place and the premises are checked daily to ensure children's safety is well maintained. Children's art work is displayed which helps them to feel valued and raises their self-esteem..

The setting is well resourced and space is used imaginatively to provide children with opportunities to engage in a wide variety of activities. Most resources are at children's height so they can access these easily and this promotes their choice making effectively. Children also develop their physical skills well as they confidently explore their environment. They access the outdoor area regularly and enjoy using ride on toys and seeing the effect the wind has on ribbons as they run.

A useful range of operational policies and procedures are in place and parents receive a prospectus with many of these included. Parents have excellent opportunities to comment on the setting through using a questionnaire and a suggestion book and staff welcome their ideas. Staff make themselves available to speak to parents everyday. Very good use is made of a daily diary to exchange information about how children spent their time at the nursery. Parents report they are pleased with the way the pre-school cares for their children and their progress in learning and development. Parents complete a 'Weekend Book' with children which details activities they have undertaken and this is a very effective way of helping them to be involved in their learning. Children also benefit from this as they talk about these activities to the larger group, which increases their self-confidence well. Open days and newsletters inform parents of events and children take home book sacks which is a pro-active way of involving them in children's learning. Some progress has been made in working with others who deliver the Early Years Foundation Stage to children, although this is not consistent across all settings children also attend.

The manager understands that self-evaluation is an ongoing process and all staff are actively involved in identifying areas for development. Most of the staff team are qualified and two members of staff have acquired Early Years Professional Status which benefits the whole setting as training is cascaded.

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

Children's learning and development is progressing well and staff use a good range of questions to help children to think about what they are doing. Staff have a good understanding of the Early Years Foundation Stage and have used a 'Cohort Analysis' to ensure that all children are where they should be in relation to their starting points. Children's developmental starting points are linked to the areas of learning and detailed observations help staff identify the next steps in their learning. Staff have a good awareness of responding to children's individual interests and planning is flexible to accommodate this. For example, when children show an interest in treasure hunts, staff draw maps of where they had hidden phones for the children to find. The children thoroughly enjoyed this and drew a large map on the garden fence so all could join in.

Staff promote children's awareness of the wider world well and help them to think about other cultures by using practical activities, such as, food tasting and by acknowledging a range of festivals. Some trips into the local community help children understand their place in the community, although these are limited at present and do not provide as effective a range of opportunities as possible.

Children behave well and happily share equipment, for example as they share pots of water whilst painting. They understand that cooperation makes activities work well as they make play dough and vote on the colour for this. Children have easy access to equipment for making marks and are making good progress in spontaneously writing their names on their pictures. They are also recognising a range of words as they link the letters of their name with objects. They enjoy looking at books and listening to stories and regularly attend the 'Wiggly Readers' session at the library. Children enjoy stories and develop their own narratives which staff record; they then provide props so children can enact the story. For example, by providing a box which they used as a rocket; this shared thinking shows children that their input is valued.

Warm relationships are in place between the staff and the children who happily involve staff in their play. This encourages children to persevere and children repeatedly attempt difficult tasks until they are successful such as, making a ladder stand up in play dough, they receive lots of praise as they succeed.

Children enjoy a wide variety of nutritious snacks and the setting has received accreditation through the 'Healthy Tots' programme. This identifies children's achievements in healthy eating, physical development and well being and helps the staff to promote very high standards of healthy living. Parents have also been involved in this as they monitored children's exercise and teeth cleaning, this meant children are highly motivated to make progress. They also grow cress and tomatoes and eat these at snack time so they are making dynamic links between the environment and healthy eating. Topic work on being healthy and sensible hygiene practices also ensure that children have a very good awareness of maintaining their own good health.

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	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

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	2
The extent to which children adopt healthy lifestyles	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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