

Peter Pan Playgroup

Inspection report for early years provision

Unique reference number	226288
Inspection date	07/12/2011
Inspector	Janice Hughes

Setting address	The Community Centre, 41 High Street, Sileby, LOUGHBOROUGH, Leicestershire, LE12 7RX
Telephone number	07742 146979
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Type of setting	Childcare - Non-Domestic

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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 opened in 1972. It operates from a community centre situated in the centre of Sileby in Leicestershire. The playgroup serves the local community and surrounding villages. The group has access to a kitchen, reception area, toilets, sports hall and enclosed outside area. The playgroup opens five mornings a week during school term times. Sessions are from 9am to 12 noon.

The playgroup is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 72 children on roll of whom all are in the early years age range and this includes 40 funded children. Children attend a variety of sessions each week.

The playgroup employs eight members of staff. Of these, seven hold appropriate early years qualifications. The setting receives support from Leicestershire County Council.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and well cared for in this welcoming and inclusive setting. Strong working relationships with parents and other professionals ensure children are given the help they need. The learning and development is well supported as the majority of the planning and assessment systems are effectively established. A vibrant and stimulating environment with generally good access for the children is mainly created. Children's welfare is effectively promoted and most systems and records to ensure children's health and safety are in place. The playgroup has a strong capacity to improve as staff reflect on their practice and they have identified some good areas for improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure information about who has legal contact with the child; and who has parental responsibility for the child (Safeguarding and promoting children's welfare). 23/12/2011

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

- develop the planning systems fully uses the children's observations and assessments to identify their learning priorities
- develop procedures so that children have more control over their learning to keep their interest and develop their creativity; paying particular attention to snack routines.

The effectiveness of leadership and management of the early years provision

Staff protect children from harm and neglect as they have a strong knowledge of safeguarding procedures and a clear understanding of how to report any concerns. Very good vetting and induction systems are in place to ensure all staff working with children are suitable to do so. Comprehensive and detailed risk assessments are carried out for all areas used by children, the activities and any outings they undertake. Children's good health and well-being is effectively promoted. Accident and incident procedures are well managed, ensuring children's safe care at all times. Procedures are in place to ensure the premises and equipment are kept clean to minimise cross-infection.

The management and staff work effectively together to provide a warm, welcoming and inclusive service for children and parents. Regular staff meetings and appraisals provide valuable opportunities for staff to share good practice and to identify their training needs. Systems to identify areas for improvement are effective and a purposeful self-evaluation is undertaken to enhance all areas of the provision. Most documentation is maintained to a high standard. However, the children's records do not show information about who has legal contact with the child or who has parental responsibility for the child. Staff are effectively deployed to support children during all activities and to ensure that supervision is consistently maintained.

Parents are provided with high quality information about the playgroup through written information and the parent information pack. Purposeful systems are in place to include parents in children's learning and development. When children start an initial discussion and assessment takes place to obtain information about their child's interests and ability in order to determine their 'starting points'. This provides a two-way parent involvement. The playgroup have systems in place to liaise with the children's other early yearS providers. For example, they have regular visits to the local primary school and pass on a written summary of each child's progress. The also liaise with other settings through network meetings and share information when attending training courses.

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

Children are mostly progressing well towards the early learning goals. This is mainly because the staff have a good understanding of how children learn and know when to get involved, listen or pose questions to enhance children's learning. Children regularly make choices regarding their play and staff ensure that the environment is stimulating, attractive and accessible to all children so that they can learn independently. However, there is no free access to the snacks provided and 'snack time' restricts children in their play. This stops children having control over their learning and decision making. Staff are effectively deployed to support

children during all activities and to ensure that their individual needs are met and consistently maintained.

Staff plan for children's interests and respond quickly to expand their learning. For instance, children pretend to be Santa's little helpers and solve the problem of wrapping up presents. They independently use scissors and tape and negotiate how much paper they need to successfully wrap the different shaped presents. This activity provides purposeful challenge for the children and enables them to be active learners and critical thinkers. Staff observe and monitor children's achievements and plan experiences that help children's progress. They are able to identify learning priorities for each child and planning systems are in place. However, staff are not clearly recording where they plan for the children's individual learning priorities. As a consequence some children may not reach their full learning potential. Children are involved in activities about special events in their own lives and gain an awareness of beliefs and cultures outside their immediate experience. They recently have made visits to see a Mosque, Temple and Church; this helps children to appreciate different cultures and religions.

Opportunities for children to learn about a healthy lifestyle are strong. Children have a secure understanding of the importance of being healthy. They are provided with a healthy snacks such as, apples, oranges and grapes and have daily access to outdoor play. They develop confidence and coordination when climbing up the slide and balancing on bars, this increases their physical development well. Children have a good understanding of hand washing procedures and their understanding of safety issues is extended as they regularly participate in the fire evacuation procedure. They also learn road safety and the dangers of strangers as they enjoy visits from the fire fighters and community police.

Children are confident speakers and good listeners, and are keen to share experiences. For example, children chat about the snowman they are making and that snow is cold, white and fluffy. They tell the staff that their snowman needs two eyes, a nose and some buttons and that they like playing in the snow. Children enjoy books, accessing them independently, listening to and joining in stories. They are writing their names and repeating rhymes and sounds from their favourite songs. These activities help develop children's communication, language and literacy skills well. Children are encouraged to show an interest in numbers and mathematical language. This is supported effectively as staff provide the skills needed for counting, through a range of interesting games, songs and everyday activities. For example, children enjoy playing the number hoop game, where they recognise the numbers, as they throw the hoops onto the skittles. Children know about the uses of everyday technology and learn how to operate computer equipment and use the CD player confidently. Staff manage children's behaviour well by creating an environment that sets, explains and maintains clear and consistent limits.

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	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	2
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