

Peter Pan Playgroup (Keyham)

Inspection report for early years provision

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Inspector Anne-Marie Moyse

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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 1986. It has been in its present premises since 1997 and is managed by a voluntary committee. It operates from four rooms in the Presbytery Church building in the Keyham area of Plymouth. The group has access to a food preparation area, two toilets and a small enclosed outdoor area. It also uses the local primary school's gym and library. The playgroup is open each weekday from 9am to 12am, during school term times only

The playgroup is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children, aged from three to under eight years may attend the setting at any one time. Currently, there are 19 children aged from three to under five years on roll. The group provides support for children who speak English as an additional language and children with special educational needs and/or disabilities. The setting receives nursery education funding for three and four-year olds.

The playgroup employs four full-time and one part-time member of staff, of whom four staff, including the manager, hold a level 3 qualifications in childcare. The group is a member of the Pre-school Learning Alliance. It receives support from the local authority, and is working towards a quality assurance award.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff provide a warm, welcoming environment for children where they are all valued and respected as individuals. Children choose to play with a broad range of interesting, generally well-organised activities. Consequently they are making good progress in their learning and development. Positive partnerships with parents foster a relaxed and effective way of sharing information, although written consents are not always fully in place. Some links with other agencies and providers are established to promote and support children's needs. Staff and parents are involved in assessing and developing the provision, which maintains continuous improvements for children.

What steps need to be taken to improve provision further?

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

- obtain written permission from parents before administering medication to children (Safeguarding and promoting children's welfare)

07/02/2012

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

- review the organisation of whole group times to ensure they are adapted and reflect the development needs to the children attending
- develop further systems to maintain a regular two-way flow of information with other providers and agencies to promote a shared approach to children's learning and development

The effectiveness of leadership and management of the early years provision

Staff have a clear understanding of their roles and responsibilities to promote children's safety and well-being. Robust systems are in place to assess and monitor their suitability to work with children. All staff are well qualified and are supported in continuing their professional development by attending training. The implementation of a comprehensive range of policies and procedures underpin children's safety and security. Staff have undergone specialist training, and have detailed guidance to be able to support children's medical needs. However, specific written consent from parents is not in place to permit staff to administer medication to a child, which is a legal requirement. All other required documentation is in place and accurately maintained to promote the safe management of the setting. Staff are confident in child protection procedures and what to do if they have any concerns over a child's welfare.

The consistent team of staff are diligent and well organised. They have a clear vision for the setting in providing high quality care and learning opportunities for children. They effectively plan and organise the environment well, including good use of the outside area. The positive interactions enable children to learn according to their own interests and choices for most of the session. Whole group activities, such as circle time, do not always consider the limited concentration levels of some of the children attending. The four rooms are well resourced and set up for different play activities that reflect the various areas of learning. An innovative sign system lets children know that they can play outside, during most of the session. This provides children with a very enabling environment where they develop their independence as they follow their own interests and preferences. The setting is fully inclusive and promotes equality and diversity well. Links with charities help children to learn about children's needs in the Gambia, as they collect shoes to send to them. A colourful display of photographs reflecting the children and their environment in Africa help to explain similarities and differences. Links with other agencies involved with children are in place, and staff make contact with other providers so that information is exchanged. However, information is not always promptly shared to enhance and promote consistency for children's learning and development.

Strong partnerships with parents contribute to the effectiveness of the provision and develop the community ethos of the group. Parents form the management committee and are very supportive of the staff. Good communication systems, at all levels, ensure that common aims identify and address areas to improve the provision for children. This includes a regular verbal exchange with staff on children's well-being and learning, and in fund-raising to provide additional

resources or maintain the environment. For example, the setting are obtaining funds to buy a new door, with a vision panel, so children can see the inviting outside play area and its resources. The setting are using a quality assurance programme to enhance their own self-assessment systems and drive improvements.

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

Children thrive in this welcoming and inclusive environment. Their individual needs and preferences are very well supported by the attentive staff. Consequently, children are developing their independence and self-reliance and have formed strong bonds with the staff and the other children. Children confidently arrive and change into their soft shoes so they can move through the setting in safety. They can freely access the soft play area. They climb and balance on a range of equipment, developing their control and physical skills. They follow the safety rules and respect the dangers of climbing up the slide the wrong way. Drinks are thoughtfully placed in this room so children can quench their thirst after being active. Construction sets are easily accessible. Children build and join the pieces, designing and creating their own projects, practising their manipulative skills. Others like to sort and arrange the coloured bears or put the coloured stacking rings in order of size. Children explore textures and colours as they paint using their fingers and hands. They express their imaginative ideas and thoughts with the staff readily on hand to extend children's communication skills as they talk in a relaxed and friendly environment. Children frequently draw and make marks in their play, showing pride as they find their own name card to copy onto their art work. Staff praise the children, boosting their confidence and phonically reinforce the sounds of the letters children have written, developing their skills for the future.

Currently, children are learning about birds, and have some visiting caged finches in the setting to watch. Children enjoy looking at a variety of reference and storybooks about birds, with the pop-up books being particularly appealing. Materials such as card, feathers and stencils are on offer close to the birds so children can represent their own creativity. They draw and skilfully cut around the shape, gluing on feathers of different colours to decorate their own bird. Outside they leave food for the birds, with binoculars, paper and pencils on hand so children can watch and draw the visitors as they eat. Children benefit from being able to play in the fresh air for most of the session, and excitedly recognise when the sign is displayed allowing them to go outside. They find their coats and practise dressing themselves appropriately for the weather, seeking help from staff when needed. They throw and catch balls, and 'try their best' to get the ball through the hoop. They patiently take turns and count as they play a game of 'hide and seek' with the staff, racing around the garden safely as they find a place to hide. Indoors, children wash their hands and prepare for a very healthy snack of fresh fruits, vegetables and a plain biscuit. The cafe system promotes many areas of learning as they recognise their names, count, calculate and independently pour their own drinks. Staff engage children in conversation and encourage them to talk about their preferences and experiences. They are responsible for tidying up their

dirty dishes, and learn about good hygiene routines and manners.

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