

Peter Pan Playgroup

Alexander Barracks, Brookwood, Woking, Surrey, GU24 0QQ

Inspection date	18/06/2014
Previous inspection date	19/04/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children enjoy their time at the welcoming and inclusive playgroup that offers a broad range of activities and resources. Children play happily and behave very well. They have warm bonds with the staff who care for them.
- Staff know children well and make accurate observations and assessments on them to support children's learning. Consequently children are making good progress in relation to their starting points.
- The leadership and management of the playgroup are effective and ensure the ongoing suitability of the staff who care for the children. Overall parents are positive about the care their children receive and how well they settle.

It is not yet outstanding because

- Staff have not extended the available resources outdoors to promote how children learn actively in some parts of the environment, such as the mud kitchen or in the construction areas.
- Parents do not receive daily written communication about their child's day, which they state would be useful.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector spoke to the management team of the playgroup, staff, children and parents.
- The inspector observed children during their play indoors and outside.
- The inspector conducted a joint observation with the manager.
- The inspector spoke to the management team about how they evaluate their provision of care, she read the self-evaluation report and took this into account.
- The inspector sampled the playgroup's documentation and children's development records.

Inspector

Aileen Finan

Full report

Information about the setting

Peter Pan playgroup opened in 1992. The group is located at Alexander Barracks in Brookwood, Surrey and is managed by a committee from the Army. Children are accommodated in two separate buildings, according to age. Facilities are available for outdoor play for both buildings. The playgroup caters mostly for the children of army personnel but will accept children from the local area provided there are spaces available and once necessary security clearances have been made. The playgroup is registered on the Early Years Register. There are currently 64 children on roll in the early years age group. Children attend for a variety of sessions. The playgroup supports children who have special educational needs and/or disabilities, and those who speak English as an additional language. The playgroup opens weekdays during school term times. Sessions are from 9.15am to 12.15pm. There is an extended day from Monday to Thursday from 12.15pm to 2.15pm. There are 14 members of staff employed, including the manager, who has a degree in childcare. Half of the staff hold a recognised early years qualification. One staff member has just completed her qualification and other staff have embarked on appropriate childcare qualification courses. The playgroup receives support from the local authority partnership and is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend the resources to promote how children explore outdoors
- offer parents written feedback on a daily basis to further enhance the two-way systems for communication.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff demonstrate a good understanding of the learning and development requirements for the Early Years Foundation Stage. Overall, they are confident in their teaching and interaction skills to further extend children's learning. Staff support children's social, language and communication skills well. For example, staff use highly effective interaction skills to promote children's early language. Children learn terms such as 'flat' and 'big' and put this into context for themselves when comparing size. A child explains he has a 'big' and a 'baby' ball of dough. Children engage well during story times, because staff ask children what might happen next or they invite children to offer their suggestions about what the character is doing. This good teaching helps children to anticipate endings, show interest in books and broaden their language, listening and communication skills.

Children have fun. Staff use a large sheet covered with flour to promote how children represent the marks they make. They roll in the flour and make 'snow angel' prints of their body and later staff encourage the children to step on to paper so they can see their footprints. Children share board games with staff and listen to the instructions of the game. They are, therefore, able to understand the rules, and the importance of, turn taking. Children using the computer do so with limited supervision. They adapt their relationships, wait for their turn and demonstrate their ability of controlling the mouse and keyboard.

Outdoors children engage in a broad variety of activities and games. Staff ensure that all seven areas of learning are covered using the outdoors and an extension of children's learning indoors. This means that the different learning styles of children are met and that activities can be adapted and extended to engage children further. Unfortunately, although overall there are a wide range of resources, these are more limited in certain areas such as the mud kitchen area and construction areas. This means there is a reduced assortment of tools to further support children's exploration.

Staff make assessments on the children based on their knowledge and understanding of the individual children. These assessments are accurate and consequently, staff are able to plan appropriately so that all children benefit from learning opportunities that interest them and that support their continual development and next steps of learning. Overall, throughout the nursery, children enjoy their play. They are developing well in line with typical expectations and show readiness for the next stage of their learning.

The contribution of the early years provision to the well-being of children

Children are happy and engaged in their play. They are keen to take part in activities and demonstrate warm relationships with the staff who care for them. Children have regular access to the outdoors and therefore their health is promoted through receiving plenty of fresh air and exercise. Toys, resources and activities are wide ranging and effectively cover all seven areas of learning. This means children attending the playgroup benefit from learning experiences that widen their play and interests.

Children's independence is promoted because staff allow children to make choices about what they want to do and if they want to play in or outdoors. Resources are easily accessible and children understand the routines of the day, including helping to tidy up prior to lunchtime. Staff talk to children about their own safety as they play. They explain the importance of not swinging the corks that children attach to string as part of their game, or how to use scissors safely. Staff offer children help as they climb and supervise children well as they play. This means children can make informed risks and develop their own safety awareness while at the same time supporting children's confidence. Children behave extremely well throughout the day. They cooperate happily with one another and listen to the instructions staff give them. Children therefore demonstrate that they feel safe, content and emotionally secure.

Parents provide lunches for those children staying at lunchtime. They follow the healthy eating policy. Staff adhere to children's dietary needs, allergies or preferences. The playgroup offer children snacks and a readily available supply of water, which children can pour from the jug as they become thirsty. During topics, children visit the medical centre on the camp and learn about how to look after their teeth. Other topics support their knowledge of a healthy body, and how to promote this through eating well and regular exercise. Children understand the importance of washing their hands prior to eating or when coming in from outdoor play. Overall children are developing securely in their physical and social skills and demonstrate readiness for the next stage of their learning.

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

The leadership and management of the playgroup are effective. There are robust procedures for recruitment, induction, supervision and training. This means that the staff working with adults are suitable to do so. Staff demonstrate a strong understanding of the safeguarding and welfare requirements for the Early Years Foundation Stage. They complete safeguarding training as part of their induction and take part in regular reviews to secure their knowledge and understanding of child protection issues. Staff demonstrate their secure awareness of what to do should they have a concern about a child in their care. They also demonstrate the procedures to take should they have any concerns about any staff member working with the children.

Staff are deployed well throughout the day, and ratios of staff to children are maintained appropriately, which supports the ways in which children are supervised and kept safe. Staff use their skills to help children be aware of their own safety, while at the same time support them in taking small, informed risks as they play. This good practice helps to promote children's independence and confidence. Staff are good role models to the children and therefore children understand staff expectations. There is consistent practice in promoting children's positive behaviour. The playgroup implements robust policies and procedures, which staff adhere to appropriately. Policies are shared with parents who therefore understand the procedures that support children's health and well-being. Risk assessments of the environment, and ongoing daily checks both indoors and outside, are reviewed appropriately and, therefore, promote children's safety. Staff risk assess any outings that take place, although these outings are normally confined to areas on the barracks itself.

Staff have a good understanding of the learning and development requirements for the Early Years Foundation Stage. The manager has started to offer home visits prior to children starting at the playgroup and effective settling-in procedures help children to settle well and be confident to attend. It also means that staff are able to find out about the children, their interests and backgrounds during these initial visits and during discussions with parents. Effective practice for when children move on from the Redwood room, means that new key person staff have a thorough understanding of children's prior achievements and can plan effectively for their continued learning. Staff make accurate observational assessments of children's play and plan well for their next steps.

Consequently, overall, children are making good progress in relation to their starting points.

Partnerships with main feeder schools in the area are established well. There are effective partnerships with other external agencies and professional working with the children. Relationships with parents are positive. Parents state during the inspection that staff are friendly and supportive. They add however, that they believe it would be beneficial to receive a written handover each day of what children have done and how children's welfare needs are met to secure the two-way communication further. Nevertheless, parents add that their children are developing well and that there are good systems in place to support their children if requiring additional intervention. Parents receive regular newsletters and meet with key person staff for consultation meetings. Staff offer open days and workshops, story sacks and a lending library to promote home-setting learning. A parents' forum is being established also. The playgroup management team are confident to acknowledge their strengths. They been proactive in evaluating their priorities for the future and take into account the views of staff, children and parents when making this evaluation. Recent improvements have centred on the outdoor spaces and how best to utilise these vast spaces for children's play.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	120157
Local authority	Surrey
Inspection number	965992
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	77
Number of children on roll	64
Name of provider	Peter Pan Playgroup Committee
Date of previous inspection	19/04/2010
Telephone number	01483 798264

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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