

# Peter Pan Playgroup

Methodist Church Hall, Station Road, Petersfield, Hampshire, GU32 3EB

<b>Inspection date</b>	17/07/2014
Previous inspection date	06/06/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- The warm approach of staff helps children to settle quickly and to feel safe and secure; consequently, they form secure attachments and bonds.
- Staff demonstrate a good understanding of how children learn. Planning of activities ensures children access a broad range of experiences. Teaching methods, including skilfully questioning children during activities, enable staff to extend learning and provide effective challenge overall.
- The management team and staff members strive to continually improve the pre-school through effective evaluation of what it offers; this benefits the experiences children have in the pre-school.
- Partnership with parent is very good; they are fully involved in their children's learning and development.

### It is not yet outstanding because

- Although staff take part in annual appraisals and good opportunities for further training, there is scope to develop further systems for monitoring their performance.
- Staff miss some opportunities to fully promote children's independence and healthy eating options at snack time.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector had a tour of the pre-school and took part in a joint observation with the managers.
- The inspector held discussions with the managers at appropriate times during the inspection.
- The inspector held discussions with children's key persons and staff.
- The inspector took into account the views of parents on the day.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training records, records of children and evidence of the suitability of staff.

## Inspector

Jane Franks

## Full report

### Information about the setting

Peter Pan Playgroup registered in 2000 under private ownership. The pre-school operates in the Methodist church hall, which is close to Petersfield town centre. It takes children from the local community. The pre-school is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It is registered to take 26 children between two and five years old. There are currently 33 children on roll. This includes 22 funded children. The pre-school welcomes children who have special educational needs and/or disabilities and currently supports five children for whom English is an additional language. It is open on Monday, Tuesday and Wednesday between 9am and 2.55pm, and on Thursday between 9am and 12pm; it is closed on Fridays. The children who attend for the whole day bring their own packed lunches. Some children attend for the morning session only. There are five practitioners who work in the pre-school including two managers. All practitioners are qualified. A mentor teacher from the local authority and support staff from Children's Links visit the group.

### What the setting needs to do to improve further

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

- develop further procedures so that staff performance is clearly monitored and challenging targets are set for continuous improvement
  
- develop further opportunities to fully promote children's independence and healthy eating options at snack time.

### Inspection judgements

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

Staff have a good knowledge and understanding of how to implement the Early Years Foundation Stage, and create a stimulating environment for children to play and learn. They motivate children's curiosity and learning through good support and interaction, as well as challenging activities and experiences. As a result, all children make good progress in all areas of their development from their individual starting points. Staff complete observations in the first few weeks that children attend and collate all the information to build a detailed picture about the child. They work very closely with their key children's parents to gain comprehensive information about their children's interests, likes, achievements and specific needs. This enables staff to gain important information about children's development across all areas of learning.

Children enjoy ball painting. Staff actively engage in this activity alongside children,

covering many areas of learning. Children explore texture as they squish the paint between their fingers and learn how separate colours blend together as the paints mix. They investigate patterns as they carefully roll the balls across the tray. Children clearly enjoy sensory play. They independently add water into their sand play, making cakes and milk shakes for the friends and staff. As a result, they engage in problem solving about what resources to use and develop physical skills as they mix their imaginary ingredients together. Staff are skilled at extending children's learning. They engage children in conversations while they play, to encourage their critical thinking and language skills. For example, they use open questions, asking children to tell them about their construction activities. As a result, children persevere in activities they find challenging. For example, they build tall towers, which time and time again collapse once they reach a certain height. Children negotiate and work together to build a platform and finally succeed with a great sense of pride and achievement. During this activity, staff integrate counting skills and an understanding of colour.

Staff consistently observe and listen to the needs of all children. Ongoing assessments are reflected in each child's individual profile. Where children's starting points are below those of their peers, assessments show that they are making good progress. Positive relationships with external professionals enable staff to support any child needing additional help, with appropriate strategies and interventions. Through the use of resources and good teaching, children are well prepared for school. Learning is well supported at home, through the use of home learning tasks and regular meetings to share progress. Parents talk enthusiastically about the key person system and praise the support they receive from the 'amazing' staff. This consistent communication between parents and staff provides continuity of care and education for children, and is of paramount importance in creating the highly positive ethos of the provision.

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

Children are happy at the setting. The premises are warm and welcoming, and children display good levels of independence as they confidently engage with each other, staff and visitors. This is because they have built firm and trusting relationships with their key person, who has an understanding of their individual needs, personalities and backgrounds. Staff effectively use their knowledge to promote children's feeling of security and self-worth, and the culture, ethos and practice of the pre-school promote respect and inclusion. Staff model positive behaviour and negotiation skills well. This promotes children's ability to manage situations sensitively, with increasing independence and self-control. For example, children who are working collaboratively with construction materials encourage a child to join in the activity and readily share some of the materials. This shows that children build good relationships and are very kind, caring and supportive of their friends. Children behave well and follow the rules and boundaries for acceptable behaviour. They know the daily routines well, so that they are very settled and have a sense of belonging. All the children help to tidy their toys, working well as a team, and place toys back where they belong.

Staff make good use of resources. The indoor and outdoor play areas are well organised,

which ensures that children can take part in a wide variety of activities. Children particularly enjoy playing outside where they can have fresh air. The children have access to a range of resources to stimulate and provide opportunities for learning and enjoyment. They develop a range of skills, for example building sandcastles and a range of construction. The safety of children is given priority and they learn how to keep themselves safe. For example, they practise the emergency evacuation procedure and put on builders' helmets when building towers with construction bricks. Children learn about healthy foods through discussion and by growing their own vegetables. However, snack time does not fully promote self-help skills or always provide children with a range of healthy choices. Meal times are a happy social time for the children where they can sit together and chat, and this supports school readiness. Children learn about good hygiene routines and can independently take themselves off to wash their hands. They all know they must wash their hands after using the toilet, before eating and after messy play. All children benefit from effective staff deployment, which supports their well-being.

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

The management team demonstrates a very secure understanding of their responsibilities for meeting the welfare, safeguarding, learning and development requirements of the Early Years Foundation Stage. Staff clearly understand their responsibilities with regard to child protection issues and as a result, children are protected from harm. Regular risk assessments, both indoors and outside, effectively minimise the chance of accidental injury. The robust recruitment procedure ensures that all staff are checked with regard to their suitability, qualifications and experience, in order to keep children safe. This is complemented with an effective and well-established induction procedure for all staff. Consequently, staff demonstrate a good understanding of policies and procedures, and implement them well.

Management has a good overview and knowledge of the educational programmes, so they can monitor that all areas are covered within planning and assessment, and then identify any gaps in learning. There are annual staff appraisals and continuous professional development of staff is discussed daily and at team meetings. However, there is scope to develop further systems to closely monitor staff performance. Nevertheless all staff undertake a range of training to develop their knowledge and enhance their practice, which includes safeguarding and first aid training. They use their new skills and understanding well, for example developing and providing a strong literacy programme.

Staff work together very well and are very supportive of each other. They have a good knowledge of how to prepare children for moving onto other settings and work with other providers who deliver the Early Years Foundation Stage. Procedures include working closely with schools to pass information on relating to children's development and welfare. This has a positive result in promoting consistency in their care and learning. Staff follow an effective self-evaluation process, which includes input from parents and children. For example, staff ask parents to complete questionnaires and children regularly share their views on the service provided. Staff clearly identify their strengths and are realistic as they

recognise areas for improvement. They also work closely with the early years team, enabling them to effectively develop and enhance opportunities for all children. Since the last inspection, the management and staff have worked extremely hard to address weaknesses. This has led to significant improvements in children's welfare, learning and development. Daily verbal communication with parents, regular progress reports and copies of the policies and procedures ensure parents are well informed at all times. Parents comment that staff are 'helpful, approachable, friendly and supportive.'

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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

<b>Unique reference number</b>	109793
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	816966
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Allyson Watts and Ruth Edbrooke-Stainer Partnership
<b>Date of previous inspection</b>	06/06/2011
<b>Telephone number</b>	02392 571 036 or 07732 277107

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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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