

Peter Pan Playgroup

Family Room, Stoneleigh Primary School, Vulcan Street, Oldham, OL1 4LJ



Inspection date

6 February 2015

Previous inspection date

15 February 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The manager is committed to providing a range of high-quality learning opportunities to support children's learning and development. Children make good progress from their starting points.
- Children are developing good communication and language skills. They are articulate and confident during their play and when interacting with staff.
- Children form very strong attachments with staff who care for them each day. This means children's individual needs are always well met. Strong partnerships between parents and staff ensure that parents are able to support their children's learning at home.
- There is a robust safeguarding policy and procedures in place to underpin staff training and understanding of how to keep children safe.
- Staff provide a warm, welcoming, calm, nurturing environment where each child is respected and valued. Children behave well and are respectful of others. They know the daily routine and are learning skills to prepare them for school.
- Effective partnerships with school ensure children's learning and development needs are well met.

It is not yet outstanding because:

- Inconsistent labelling of storage boxes and limited provision of natural and sensory resources reduces children's play opportunities and making choices.
- Children's coat pegs are not easily accessible, which restricts them developing some of their independence skills and feeling more valued.
- Staff observations and monitoring of the quality of teaching is not always effectively maintained to further improve practice.

What the setting needs to do to improve further

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

- enhance opportunities for all children to be more independent by them having easy access to a wider range of experiences, for example, by clearly labelling all stored resources and improving their access to coat pegs
- provide a wider range of natural and sensory resources to further enhance children's learning experiences
- improve the methods for retaining evidence of staff observations and for sharing good teaching practice.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning both inside and outside.
- The inspector completed a joint observation with the playgroup manager.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at children's records, planning and tracking documentation, and a range of other documentation, including policies and procedures.

Inspector

Kim Boughey

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff provide a good range of activities to promote children's learning and development across the seven areas of learning. Children have free access to a wide range of toys and resources that help them develop independence. However, not all resources are clearly labelled and provision of natural and sensory resources is limited. Children are therefore not always able to choose and have easy access to learning opportunities to further enhance their already good levels of development. Staff are animated and enthusiastic and use their good knowledge of how to support children's language and communication development to provide exciting and interactive rhyme time and story time sessions. Children remain engaged and focused due to highly skilled staff giving children time to respond, enabling them to complete sentences and use repetition of words. All children, including those with English as an additional language and those with special educational needs and/or disabilities, make good progress from their starting points. Staff provide advice and resources for parents to ensure children's learning is supported at home.

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

A warm, welcoming, calm, safe environment is provided by the playgroup. Children have positive relationships with staff. There is a highly effective key-person system in place to ensure individual needs are met. A robust settling-in process involves parents contributing information about children's likes and dislikes. Children have the opportunities to be active and engage in physical play both in the outdoor play area and while on outings to the park. Children also benefit from a lovely snack time where fresh fruit, milk and water are available for them to access themselves when required. Children are developing good independence skills and understand the benefits of healthy foods and exercise. However, children are unable to access their coat pegs due to the location of them. This prevents children from further developing already good independence skills. Children are well behaved and develop positive attitudes to others. They understand routines and boundaries and are developing skills that help them to be ready for school.

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

Staff are appropriately qualified and any training attended is discussed as a team. New knowledge and skills are quickly put into practice. Observations of peer teaching and learning ensure consistency of practice across the setting. Although staff reflect on this and discuss verbally, no evidence is preserved for future reference to promote further improvement. Effective systems for monitoring, tracking and planning result in children having good-quality care and learning opportunities throughout the day. Robust risk assessments and a wide range of policies help keep children safe and secure. Staff seek the views of parents through learning journals and message books resulting in individual needs of children being well met. Self-evaluation supports the manager in identifying strengths and areas for improvement. Good partnership work with the schools ensures children are well supported during times of transition.

Setting details

Unique reference number	EY412035
Local authority	Oldham
Inspection number	879734
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	24
Name of provider	Peter Pan Playgroup Committee
Date of previous inspection	15 February 2011
Telephone number	07867 802788

Peter Pan Playgroup was registered in 2010. It is attached to a primary school in the Derker area of Oldham. The playgroup operates from 8.30am to 3pm, Monday to Friday term time only. The playgroup employs three members of childcare staff who all hold appropriate early years qualifications at levels 2 and 3. The nursery provides funded early education for three- and four-year-old children.

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