

Peter Pan Playgroup - Keyham



The Presbytery, Ocean Street, Keyham, Plymouth, Devon, PL2 2DL

Inspection date	6 July 2017
Previous inspection date	31 January 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff meet children's care needs well. They ensure children are suitably clothed and protected from the sun, helping to promote children's physical health and well-being.
- The manager monitors staff practice effectively. Frequent supervisions ensure staff routinely reflect on their own practice and remain suitable to work with children, protecting and supporting children's welfare.
- Parents' strengths are utilised well within the playgroup to improve children's experiences. For example, parents plan to redecorate the building so staff can help provide children with a visually stimulating learning environment.
- Effective partnerships between staff and other settings children attend help children feel secure and confident for their move to school. For example, teaching staff visit the playgroup often, and use assessment information well to help continue children's good progress.
- Overall, all children are encouraged to be independent. They learn how to change their shoes and manage their personal needs well in readiness for school.

It is not yet outstanding because:

- Occasionally, staff do not provide children with consistent approaches to help develop their early writing skills, in preparation for their future learning and move to school.
- At times, the noise level does not enable children to concentrate effectively, to help them benefit from all learning experiences.

What the setting needs to do to improve further

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

- develop consistent strategies for staff to support children's early writing skills, in preparation for children's move to school
- reduce noise levels to help children concentrate more effectively, to help them focus and engage more in their learning.

Inspection activities

- The inspector observed interactions between children and staff during indoor and outdoor activities.
- The inspector spoke to parents and children to gain their views on the provision.
- The inspector looked at a range of documentation, such as staff qualifications and training records, children's assessments, and relevant policies and procedures.
- The inspector spoke to the manager at appropriate times during the morning.
- The inspector held a joint observation with the manager to assess the quality of staff teaching.

Inspector

Joanne Steward

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff ensure the premises are safe. An effective alarm system prevents any persons entering or leaving the setting without permission. The manager and staff have a good understanding of child protection procedures and are aware of whom to contact if they have concerns regarding a child's welfare. The manager uses self-evaluation well to identify weaknesses in practice. For example, plans to further develop the building and improve information and technology resources for children are under way. Staff attend frequent training and have recently identified the need to further develop their own skills to support children who are learning English as an additional language, particularly in their communication. The manager monitors children's progress well and uses this information successfully to support children's development. For example, the introduction of specific resource boxes help children learn new skills, such as sewing, to meet their individual needs and interests.

Quality of teaching, learning and assessment is good

Staff observe and assess children frequently, and use this information well to support children's next steps in learning, such as planning age-appropriate activities. For example, younger children learn about capacity, such as 'more' and 'less', when filling their containers with water. Older children look at the shapes of different foods during snack time, helping to support their mathematical development well. Staff skilfully help children develop their imaginations. For example, children are encouraged to think about what to pack in their suitcase as they pretend to go on holiday. All children learn effectively about life cycles. Children show interest in fictional stories and link these to real-life experiences, such as growing and hatching butterflies, helping to develop a good understanding of the natural world.

Personal development, behaviour and welfare are good

Partnerships with parents are effective. Parents are encouraged to stay with their children during the settling-in process, and staff provide good opportunities to share valuable information about children, such as home routines and interests. This helps children to feel emotionally secure. Staff provide children with nutritious snacks and take frequent trips to the allotment, where children learn how to dig up potatoes. Children develop a good understanding of healthy lifestyles. Children receive good and consistent support from staff to behave well, and show respect and consideration for others.

Outcomes for children are good

Children enjoy activities that meet their individual needs, helping them to make good progress from their starting points, including those who receive early education funding. Older children learn how to write musical notes and develop new vocabulary, such as 'treble clef'. Younger children learn how to create sounds with musical instruments, helping to support all children's creativity.

Setting details

Unique reference number	117209
Local authority	Plymouth
Inspection number	1023477
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	18
Name of registered person	Committee Peter Pan Playgroup - Keyham Committee
Registered person unique reference number	RP517722
Date of previous inspection	31 January 2012
Telephone number	07783521335

Peter Pan Playgroup - Keyham registered in 1986. It operates from the Presbytery Church building in the Keyham area of Plymouth. The playgroup is open each weekday from 8.45am to 11.45am, during term time only. The playgroup receives funding for free early education for children aged two, three and four years. The playgroup employs four members of staff, three of whom hold childcare qualifications at level 3.

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