

# Peter Pan Pre-School

The Methodist Hall, Kennington Road, Lower Weston, Bath, BA1 3EA

<b>Inspection date</b>	15/01/2015
Previous inspection date	20/05/2009

<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

- Children have strong attachments with staff, which means they are happy, confident and secure.
- Children have an enthusiasm for learning because staff plan purposeful activities that extend children's learning.
- Children develop a good understanding of letters and sounds because staff promote communication and language skills effectively.
- Highly effective partnerships with parents provide children with consistency in their all-round care and education that prepares them well for school.
- Staff create a warm and welcoming environment that supports children well to settle and engage in their chosen activities.
- Staff deploy themselves effectively to support children's exploration in a safe environment.

### It is not yet outstanding because

- Staff do not provide children with a wider range of resources and learning experiences to extend their understanding about the differences they see in each other and the wider world.

## 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 took into account the views of parents spoken to on the day of the inspection.
- The inspector looks at samples of the children's learning and progress.
- The inspector had a tour of the building.
- The inspector held a meeting with the leader and looked at a range of policies, procedures and documentation, and discussed the self-evaluation.
- The inspector spoke to children and staff during the inspection and observed play and learning activities within the playroom and outdoors.

## Inspector

Tracey Hicks

## Full report

### Information about the setting

Peter Pan Pre-school registered in 1979. It is a voluntary committee-run group and operates from the Methodist Church Hall in Weston, Bath. The group is registered on the Early Years Register and there are currently 49 children on roll. The group takes children from two-years of age. They are open Tuesday to Friday term time only from 9.15am to 3.30pm. Children attend for a variety of sessions. The group employs seven members of staff who work directly with the children. All hold early years qualifications.

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

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

- extend the range of resources and activities to further develop children's understanding of the differences they see in each other and the wider world.

### 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 the Early Years Foundation Stage and of how children learn and develop. They use this knowledge well to help children make good progress in their learning, especially in letters and sounds. For example, children learn to recognise phonic sounds because staff question them about the initial sounds of different children's names. Children can quickly recognise the letter sounds to help them work out the answer. This strength helps to prepare children well for their eventual move to school. Staff provide a wide range of interesting, challenging and stimulating activities. They track children's learning through individual learning files, which include photographs and detailed observations and assessments of children's progress. This allows them to identify next steps in children's learning effectively to plan future activities. Staff make good use of established relationships with parents to help children's learning. Staff share children's developmental files with parents, which helps them support their children's learning at home.

All children can access the resources and equipment because they are stored at low level, which promotes their independent choices. Staff plan some activities and themes, such as cooking and story telling in other languages so children learn about diversity. However, there are limited resources and planned activities overall, to extend children's understanding of the differences they see in themselves and others within society.

Children participate daily in small group activities where staff stimulate their thinking and extend their understanding. For example, children use play picnic baskets and jam tarts to guess, estimate and do simple calculations. This develops their critical thinking skills in

meaningful situations. Staff naturally and instinctively promote children's language through conversations during children's play and planned activities. This means children interact and contribute to the task. As a result, they are learning in a fun and exciting environment.

Staff are effectively deployed to allow children the freedom to explore and become active learners. They encourage children to explore, investigate and think for themselves during their outdoor play. For example, children devise ways to transfer water using various resources to water the various plant pots around the garden. This develops their control and coordination of their movements as well as their independence and critical thinking skills. Children work together in the role-play area to create gingerbread men using scales, cereal and play dough. Children happily talk about and recall parts of the familiar story, which the pre-school has been working on with them. Staff support their ideas by adding resources to allow them to put faces to their gingerbread men. Staff are adept at observing the play and letting children lead their learning. As a result, children learn a real sense of empowerment, thus boosting their energy and confidence.

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

Staff plan and set up for children's care and learning needs well. They provide children with space and quiet time to follow their own interests and make choices as they move around the different rooms. This develops children's self-confidence and sense of security. Staff put out different toys each day to provide a warm, bright, colourful environment that is welcoming to children. Overall, the pre-school covers all areas of learning well and provides children with access to a good selection of resources and equipment, although these lack positive images of difference and diversity. Staff display children's creative work, which gives children a sense of belonging and celebrates their achievements. Staff work effectively with parents to promote children's care needs and deploy themselves well to support children's well-being. Staff build strong relationships with their key children because time allows them to tune into their needs. This means they build a strong bond with them and can focus on the targets set to assist with meeting their next steps in learning. Staff are good role models and experienced in promoting positive behaviour, which has a positive effect on the children. Therefore, children's behaviour is good. Staff give constant praise to children for their efforts, which helps to build children's self-esteem and confidence. Staff are good at promoting age-appropriate challenge which allows children to continuously develop at their own pace.

Children enjoy free flow access to the large outdoor area with lots of resources to develop their physical skills and interest in nature. Children use scooters, steering wheels, crates, pipes and a mud kitchen to explore, experiment and be physically active. They are encouraged to bring boots to pre-school to allow them to play freely when outdoors. Children are beginning to link the outdoor environment at pre-school with other experiences and make comparisons, for example, they talk about how the daffodils at home have grown faster than those at the pre-school. Children learn to manage risk for themselves because staff offer challenge and risk-taking opportunities. For example, when using the climbing equipment, staff remind the children that when it is wet, it is slippery.

This allows children to adapt their play as they consider the risks. These practices prepare children well for the next stage of their learning and moving onto school.

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

The pre-school is well organised and paperwork is kept efficiently because the leader and committee work together closely to oversee this. This supports the smooth running of the pre-school. Children's information, accident records, policies, and procedures are comprehensive and shared with parents. This supports children's welfare and informs parents of the practices staff follow when caring for their children. All staff have an excellent understanding of the safeguarding procedures and have attended safeguarding training. They are fully aware of who to report any concerns to in the event of any issues about a child in their care. Staff carry out annual and specific risk assessments to help them identify potential risks and ensure they provide a safe environment for children. The leader has attended safer recruitment training. The pre-school has had a full audit of all safeguarding procedures. This included an in-depth risk assessment of their recruitment and vetting procedures. This means processes are robust and all staff are suitable to work with children.

The leader monitors children's progress well and has a very good awareness of where children are in their learning. Comprehensive tracker systems show immediately if there are gaps in children's learning, which staff discuss and plan for to rectify. Well thought out planning ensures children's interests and learning are linked skilfully and successfully. This helps children to make good progress and prepares them well for school.

The leader regularly evaluates the way in which they collect and use information to aid ongoing improvements to practice. Since the last inspection, they have introduced a more detailed initial assessment of children's development to monitor their progress more effectively. Improvements to planning help to make sure children reach their full potential. Evaluation of the pre-school is effective because the whole team contribute to making sure they celebrate strengths and act on weaknesses. Effective performance management systems are in place. Regular appraisals and supervisions identify staff training needs and maintain up-to-date information about their suitability. Staff complete peer observations on each other to make sure all staff recognise each other's skills.

Partnerships with parents are successful. Parents discuss their children's progress with their children's key person and share significant information through daily discussions. Parents state the pre-school is 'magical' and that staff are 'amazing'. Parents were particularly impressed with the strong links between pre-school and local schools, which allows a successful transition as their children move from pre-school to school. The pre-school works closely with other settings children attend and has good links with outside professionals. This helps staff ensure the best possible outcomes for all children.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	133067
<b>Local authority</b>	Bath & NE Somerset
<b>Inspection number</b>	840941
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	49
<b>Name of provider</b>	Peter Pan Playgroup Committee
<b>Date of previous inspection</b>	20/05/2009
<b>Telephone number</b>	01225 481259

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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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