

Peter Pan Play School

Eastwick Road Church Hall Keswick Road, Bookham, LEATHERHEAD, Surrey, KT23 4BE



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| Inspection date | 27 April 2015 |
| Previous inspection date | 21 June 2011 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| 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 quality of teaching is good. Staff have a firm understanding of how children learn and develop. This enables all children to make good progress in their development based upon their starting points.
- Staff fully include parents and children in planning to engage children further in their learning. This enables staff to plan activities based upon children's interests and learning needs, which helps to ensure that children remain engaged and focused.
- Staff have a thorough knowledge and understanding of effective safeguarding procedures. This helps to keep children safe and supports their well-being effectively.
- Staff recruitment and induction are robust and supervision sessions and training are ongoing, ensuring better outcomes for children. For example, staff attended a course on outdoor learning, which has enabled them to further engage the more active children in their learning.
- Activities and resources are accessible to all children reflecting an inclusive practice to ensure all children have equal chance to develop at their own rate.

It is not yet outstanding because:

- Staff do not always use a wide range of labels and signs in the outdoor area. This does not fully enhance children's awareness that print carries meaning.
- Not all staff consistently ask questions that encourage children to use more than a 'yes' or 'no' response or do not always allow them enough time to respond. This does not fully enhance children's speaking skills.

What the setting needs to do to improve further

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

- revise the organisation of the outdoor environment to include familiar words and signs to enhance children's early literacy skills
- develop staff's practice by asking children more effective questions and allowing them additional time to respond to enhance language development.

Inspection activities

- The inspector viewed all areas of the play school that children use.
- The inspector carried out observations of the quality of teaching and learning in the play school.
- The inspector met with the manager and discussed procedures, and sampled documentation such as checking suitability and qualifications of staff.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to staff and parents and took into account their views.

Inspector

Monica Lock

Inspection findings

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

Staff provide a wide range of activities to promote all areas of children's learning and development. Children have free access to a wealth of toys and equipment within the warm and inviting environment. Staff have a secure knowledge of each child's capabilities and they are skilful in knowing when to offer assistance. This fully supports children's independence skills. Staff and children share warm relationships, for example, they cuddle up to read books together. Strong partnerships with parents give greater continuity of care and allow for extending children's learning at home through newsletters and meeting up during holidays. Staff are positive role models which helps children develop good social skills, for example, manners and turn taking. Staff demonstrate the correct way to use equipment. This enables children to enhance their large and small muscle skills by cutting, sticking, running and jumping.

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

The play school is clean, bright and welcoming. Staff ensure good hygiene and care practices are effective at all times, which enhances children's well-being. Staff encourage a healthy diet with the children and they discuss how we stay healthy. This supports their skills for the future. Staff keep children safe through daily risk assessments and ensuring safety measures are put into place. Staff effectively support children through the effective key-person system. This helps children to settle quickly into the play school and helps them to feel happy and safe to learn and develop. There is a high staff to child ratio, ensuring children's safety and allowing them free access all areas of the play school. Staff share strong links with local schools and implement creative methods for older children to feel well prepared for moving on to school.

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

Management analyses staff's assessments of children's development effectively in order to monitor the quality of practice and identify any areas of potential learning needs. This enables all children to make good progress in their learning. Staff are adaptable and quick to act on any problems as they arise. For example, the extension work to the building required children to access adult toilets. Staff put in safety measures and recruited more staff to cover the extra duties and to fully support children's well-being and safety. Staff use self-evaluation effectively to identify areas for improvement, such as developing the appraisals through training, in order to improve practice. Management and the parent-led committee meet regularly to set targets for improving provision for the children. This enables parents to share their views and fully supports a partnership approach to children's care and learning.

Setting details

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| Unique reference number | 122566 |
| Local authority | Surrey |
| Inspection number | 840414 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 8 |
| Total number of places | 26 |
| Number of children on roll | 27 |
| Name of provider | Peter Pan Play School Committee |
| Date of previous inspection | 21 June 2011 |
| Telephone number | 07908018924 |

Peter Pan Play School is a committee-run group. It opened in 1992 and operates from the United Reformed Church Hall in Bookham, Surrey. The play school is open Monday to Friday from 9.10am to 12.10pm, term time only. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery receives funding for free early education for children aged three- and four-years-old. There are eight staff; of these, six hold relevant early years qualifications.

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