

Peter Pan Pre-School Playgroup



Stourton Village Hall, Bridgnorth Road, Stourton, Nr Kinver, Staffordshire, DY7 6RT

Inspection date

8 July 2015

Previous inspection date

18 May 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

- Staff update their safeguarding knowledge regularly. This helps them to ensure they fully promote children's welfare and safety.
- Children follow good hygiene routines. They enjoy healthy snacks which promote their good health.
- Staff demonstrate good quality teaching skills and effectively identify gaps in children's learning. They stimulate and engage the interest of all children, which motivates children to learn. As a result, children make good progress in their learning and development.
- Staff place a clear focus on fostering the children's personal, social and emotional development. This is achieved through working very closely with parents and carers to understand and meet children's care and emotional needs.
- Children's achievements are recognised and celebrated. A graduation event is attended by families, where children's good progress and behaviour is recognised.
- Children make good progress because staff know what children need to learn next. Therefore, staff plan activities which are tailored to meet children's individual needs and interests.

It is not yet outstanding because:

- Staff do not use observations of each other's good practice and teaching to build upon their skills and improve learning experiences for children.
- Staff have not considered how to fully support children when their key person is not present.

What the setting needs to do to improve further

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

- develop learning experiences offered to children, by providing staff with more opportunities to develop their skills through observing each other's good practice and teaching skills
- build on the successful key-person system, by ensuring children receive good levels of support when their key person is not present.

Inspection activities

- The inspector had a tour of the pre-school with the manager.
- The inspector observed activities and spoke with the manager, staff, parents and children at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at a sample of policies, children's records and planning documentation.

Inspector

Lesley Bott

Inspection findings

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

All staff fully understand child development and the role that they play in supporting children's progress. Observations reflect an accurate assessment of children's development and show a clear picture of where they are in their learning. As a result, the quality of teaching is good and children are supported effectively to make clear progress in their learning and development. Children have lots of opportunities to see and learn that print carries meaning. They self-register when they first arrive, and seek out their individually named cups and bowls at snack time. Consequently, children are developing skills that they need for the next stage in their learning, such as starting school. Children's mathematical understanding is well developed as children compare sizes and explore numbers. A strong emphasis on promoting children's language and speaking skills is in place. Staff listen carefully as children recall what they know at circle time.

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

Children build close attachments with all staff, and are confident and show a real sense of belonging. The strong relationships between key persons, parents and children help to promote children's confidence and self-esteem. However, arrangements to share this information are not fully effective. Therefore, children's needs are not consistently met as well when their key person is not present. Parents spoken to comment that they are highly satisfied with the care and support their children receive. They are impressed by the progress their children make. Staff place a high priority on ensuring children learn about the importance of keeping safe. For example, planned activities with a visitor from the Royal National Lifeboat Institution teaches children about dangers on the beach and in the sea. Children behave well and develop good table manners, using 'please' and 'thank you'. Staff promote healthy lifestyles and develop children's physical skills effectively. As a result, all children benefit from daily opportunities to be outside for fresh air and exercise. Staff are good role models and give clear and consistent behaviour boundaries to the children. Consequently, children happily take turns and share toys and equipment.

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

All staff have a have a good understanding of the Early Years Foundation Stage requirements. The manager closely monitors staff performance and the effectiveness of teaching and learning through robust supervision and appraisal meetings. Recent changes to the assessment records of children's progress have made this information more precise and meaningful to staff and parents. However, the manager has not considered all ways to further improve the good quality of teaching. Staff attend regular training events to secure their good professional development which has an impact on children's outcomes but do not have many opportunities to learn from one another's practice. Staff make contact with other settings children attend to share information about children's progress and learning. In addition, parents are encouraged to participate in their children's learning journals to fully support their learning at home.

Setting details

Unique reference number	218203
Local authority	Staffordshire
Inspection number	865723
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	10
Name of provider	Margaret Rogers
Date of previous inspection	18 May 2011
Telephone number	01384 877 836

Peter Pan Pre-School Playgroup was registered in 1992. It operates from Stourton Village Hall, Stourton, Staffordshire. The pre-school is open five days a week during school term times, from 8.30am until 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. There are four members of staff employed. Of these, one holds an appropriate qualification at level 4, two with level 3 and one with level 2.

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