

Peter Pan Playgroup

The Community Centre, 41 High Street, Sileby, Loughborough, Leicestershire, LE12 7RX



Inspection date

Previous inspection date

9 September 2015

7 December 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Staff plan exciting and stimulating activities in a vibrant and enabling environment. A wealth of exciting resources enables children to make independent choices in their play. They are exceptionally well prepared for the next stage in their learning. The quality of teaching is outstanding and helps children to make rapid progress.
- There is excellent communication and sharing of information about children's needs and progress with parents. They are all very involved in children's learning and make valuable contributions to their progress records. They are extremely well informed about the procedures and policies in the playgroup.
- There are very good relationships between staff and children in a very happy and welcoming environment. Children's health and well-being are given high priority and they learn to make healthy lifestyle choices. Children are active outdoors each day and are taught to keep themselves safe in a range of situations.
- Children are extremely safe at the playgroup as they are very well supervised at all times. Staff understand and implement meticulous policies for safeguarding, which are shared with parents. Highly effective monitoring ensures staff maintain their awareness of how to keep children safe.
- Leadership and management is dynamic and staff are highly motivated. Sharply focused monitoring and self-evaluation means that there is continuous improvement in the high-quality provision. Strong partnerships with other professionals and early years providers mean that all children are very well supported.

What the setting needs to do to improve further

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

- use the information gathered about individual children's interests and learning styles even more effectively and engage children further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the playgroup manager.
- The inspector held a meeting with the playgroup manager and the deputy manager.
- She looked at relevant documentation, such as the playgroup's self-evaluation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Catherine Sharkey

Inspection findings

Effectiveness of the leadership and management is outstanding

The management team is extremely thorough in planning and documenting all aspects of this highly successful provision. The arrangements for safeguarding are highly effective. The results of progress reviews are carefully monitored and analysed. Gaps in individual children's learning and in that of specific groups of children are identified and addressed very effectively. Ongoing staff training and highly effective monitoring means that practice continually improves. The well-qualified staff share ideas and experience, which leads to effective planning and high-quality learning experiences for children. There is a clear vision for the continuous improvement of the provision. Strong links with the other settings that children attend means their learning in both settings is complemented. Information about their progress is shared very effectively between staff at both settings.

Quality of teaching, learning and assessment is outstanding

Observations and assessments of children's learning are very precise so that staff ensure their high-quality teaching is specifically targeted. The management team has identified a need to base planning even more precisely on individual children's interests. They plan to use the already detailed observations more effectively so children are even further motivated and engaged. Two-year-old children learn to play well together as they use the parachute. Three-year-old children are challenged very effectively during an activity to create a birthday display. Staff help them to recognise and write numbers and to sequence these using a wooden puzzle. Staff help children to recognise the letters in their names and to form these correctly. Children gather together for a welcome time at the beginning of the session, then split into key groups. This gives children focused learning time with their key person and supports their progress towards their next steps in learning. There is a strong focus on language development and children are encouraged to communicate their needs to staff. Children who speak English as an additional language and those who have special educational needs and/or disabilities are particularly well supported.

Personal development, behaviour and welfare are outstanding

Children are very emotionally secure. Staff find out as much as possible about their needs. They make a welcome box containing favourite toys or photographs of children's families. Staff use these to comfort children when they first start. Parents and staff work extremely well together to share information about children's routines. This helps children feel secure. Behaviour is excellent. Staff help to involve children and parents in community and charity events. This means children learn about mutual respect and helping others. Children are frequently praised so that they gain confidence and good self-esteem.

Outcomes for children are outstanding

Children learn to be independent, to share and take turns so they are exceptionally well prepared for school. Staff plan many excellent daily opportunities for children to learn early literacy skills.

Setting details

Unique reference number	226288
Local authority	Leicestershire
Inspection number	871384
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	44
Number of children on roll	58
Name of provider	Judith Jelley
Date of previous inspection	7 December 2011
Telephone number	07742 146979

Peter Pan Playgroup was registered in 1972. The playgroup employs eight members of childcare staff. Of these, all but one hold appropriate early years qualifications. The playgroup opens from Monday to Friday during school term time. Sessions are from 9am until 12pm. The playgroup provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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