

Peter Pan Pre-School

King Edward Centre Annexe, King Edward Road, CHATTERIS, Cambridgeshire, PE16 6NG



Inspection date

Previous inspection date

16 March 2017

22 January 2013

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

- The qualified and experienced staff have a good understanding of how children learn and develop. They frequently observe and assess the children as they play. This helps them to plan effectively for children's good progress.
- Parents are enthusiastic about the pre-school. They praise the staff and appreciate the warm welcome they receive. Parents are well informed about their children's development and receive helpful guidance on activities to do at home.
- Children are confident and well behaved. They share their activities well with others and develop good independence skills as they undertake practical tasks, such as tidying away their toys.
- There is a good focus on enhancing children's mathematical skills. Staff skilfully incorporate numbers, size and quantity into everyday activities, such as making play dough.

It is not yet outstanding because:

- Supervision meetings do not give enough attention to identifying professional development that helps staff to raise the quality of their teaching to an outstanding level.
- On occasions, group activities do not take into account each child's ability to listen and concentrate.
- The partnerships with other providers who care for the children do not yet have a firm focus on sharing information about children's development.

What the setting needs to do to improve further

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

- extend supervision meetings to focus more precisely on professional development opportunities that support staff to raise the quality of teaching to an outstanding level
- enhance the planning of group activities to take account of children's differing levels of concentration, in order to provide the best possible learning opportunities for each individual
- strengthen the partnerships with other providers who care for the children, in order to enhance the consistency of children's learning experiences.

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 spoke with staff and children during the inspection. She looked at children's learning records and spoke to their key person.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and spoke to representatives of the management committee. She looked at relevant documentation and evidence of the suitability of staff working with the children.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Veronica Sharpe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The new pre-school manager and staff attend mandatory training, including child protection and first aid. They have a good understanding of the local safeguarding procedures that help them to protect children from abuse or neglect. Children play in a safe environment. Staff supervise children vigilantly and make sure the premises are secure. The management committee members are enthusiastic and committed to the success of the pre-school. They understand their roles and responsibilities and implement robust recruitment procedures for both staff and new committee. Detailed self-evaluation of the pre-school provision includes the views of parents, children and staff and helps managers to develop an effective improvement plan.

Quality of teaching, learning and assessment is good

Children are encouraged to use the pre-school camera to record their activities and have fun taking pictures of their friends. Staff help children to develop their language skills. For example, they use shared headphones to listen to songs and stories and talk about what they have heard. Children have a well-equipped role play area and use their imaginations well. They have pretend shopping trips and sell their fruit and vegetables to each other. Staff bring children's experiences to life by taking them to shops to buy ingredients for cooking. Spontaneous story times give children an enthusiasm for books. They snuggle alongside a member of staff to listen and concentrate well until the end of the story. Staff meticulously monitor children's development to make sure any gaps in their learning are identified and attended to.

Personal development, behaviour and welfare are good

Staff take pride in helping children to settle into the small and friendly pre-school. They work closely with parents to find out about children's initial care and learning needs. Staff encourage parents to provide comfort items from home and make up 'talking boxes' with some of the children's favourite things. These are used to reassure children and help them share their home lives with others. Children cooperate well in their play. They quickly learn sharing strategies, such as using a timer to work out when it is their turn with a favoured toy. Staff teach children good hygiene practices and involve them in keeping the environment clean. Children enjoy almost all-day access to the outdoors and benefit from lots of physical activity. Staff encourage them to think about safety as, for example, they swing on the tyre.

Outcomes for children are good

Good links with local schools help staff to prepare children for the next stage of their learning. Children receiving additional funding and those who have special educational needs and/or disabilities are supported particularly well. Older children draw competent self-portraits and begin to add their names. They show a pride in their achievements and enjoy showing their writings and drawings to staff. Children are adept at getting themselves ready to play outdoors. They know where their coats are kept and how to put them on.

Setting details

Unique reference number	221860
Local authority	Cambridgeshire
Inspection number	1063742
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	24
Number of children on roll	26
Name of registered person	Peter Pan Playgroup Committee
Registered person unique reference number	RP902026
Date of previous inspection	22 January 2013
Telephone number	01354 693432

Peter Pan Pre-School was registered in 1992. The pre-school opens from Tuesday to Friday during school term times. Sessions are from 9am until 3.30pm. On Mondays, the pre-school opens from 9am to 12.30pm. The pre-school employs four members of staff, including the manager. Of these, three hold appropriate early years qualifications at level 3 and one at level 2.

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