

Peter Pan Pre-School

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



Inspection date	15 June 2017
Previous inspection date	15 January 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The manager and the committee do not fully understand their legal responsibilities. This has resulted in a failure to notify Ofsted of changes to the committee.
- Key persons' assessments of children's development do not focus precisely on all aspects, to ensure every gap is closed as quickly as possible.
- The manager and the committee do not ensure self-evaluation is used effectively to identify all weaknesses and support continuous development of the provision.

It has the following strengths

- Staff are friendly, caring and very attentive to what children say and do. Children are settled and happy, and they thoroughly enjoy their time at the pre-school.
- The quality of teaching is good. Staff know the children very well. They have a wealth of experience and focus on children's individual interests and learning needs through well-planned play activities. Children are keen and motivated to learn and enjoy new experiences. They make good developmental progress.
- Partnerships with parents are effective. Staff spend time getting to know the children and their families. They liaise closely with parents and with external agencies so that they work well together to ensure that children get the support they need.
- Training and targeted support are used to improve outcomes for children, particularly those who require additional help. For example, training has helped staff to give greater support to develop children's attention and listening skills.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

- | | Due Date |
|--|-----------------|
| ■ ensure that committee members have a good understanding of their roles and responsibilities, including to check that all legal requirements are met. | 29/06/2017 |

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

- strengthen assessment procedures so that they provide a more consistently accurate picture of children's overall development
- develop procedures for self-evaluation so that targets for improvement are based on rigorous monitoring of all aspects of practice.

Inspection activities

- The inspector observed activities in the main play room and the outside learning environment, and conducted a joint observation with the manager.
- The inspector held a meeting with the manager and the committee members of the pre-school. She spoke to staff and children throughout the inspection, when appropriate.
- The inspector looked at children's assessment and planning documentation, the pre-school's risk assessment and safety records.
- The inspector checked evidence of the suitability and qualifications of staff working within the pre-school, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Rachel Howell

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff are aware of their responsibility to protect children from harm. They ensure that all areas of the pre-school are clean and safe for children. However, changes to those in a position of authority for the pre-school, such as the provider and committee members, have not been made known to Ofsted. The immediate impact on children's safety is minimised as all new persons have had background checks to establish their suitability to work with children. The manager supervises staff and monitors children's progress. She meets with other local providers to gain good practice ideas. Stemming from this, she has outlined improvements to procedures for tracking children's progress. However, self-evaluation has failed to identify weak aspects of management practice.

Quality of teaching, learning and assessment is good

Staff plan really interesting activities and provide a well-resourced and stimulating environment for children. For example, children relish smelling fresh mint and experiment squashing it into malleable dough. They marvel at the soft petals on real sunflowers. Staff make effective use of probing questions to stimulate children to think and develop their ideas. They encourage younger children to use descriptive language and older children to discuss their plans for their creations. Children spend long periods creating their 'mint cakes' and beautifully detailed paintings of sunflowers.

Personal development, behaviour and welfare require improvement

Children's welfare is not fully assured because of the weakness in leadership and management. However, staff are calm and patient. They provide additional support when children struggle to understand expectations. Children tidy away the activities, learn to share toys, enjoy social mealtimes and play with other children. Staff help children to develop a healthy lifestyle and learn self-care skills. For example, children choose when to have their snack and they help prepare and serve their own food. The garden is used every day so that the children can take their learning outside. They are busy and active and work together to build and to solve problems. For instance, they construct using large pipes and crates to channel water and they show pride and excitement at their success.

Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, are supported to make good progress. Children are independent and their sense of responsibility is developing very well. They count with confidence, describe size and capacity, and older children learn to estimate and calculate. Children's literacy skills develop well. Younger children select and look at books or listen to audio stories. They eagerly snuggle in for a story with staff. Older children confidently write letters of their name and label their paintings. Children gain the key skills they need to start school successfully.

Setting details

Unique reference number	133067
Local authority	Bath & NE Somerset
Inspection number	1089459
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	43
Name of registered person	Peter Pan Pre-School Committee
Registered person unique reference number	RP523104
Date of previous inspection	15 January 2015
Telephone number	01225 481259

Peter Pan Pre-School opened in 1979 and registered in 1995. The pre-school employs seven members of staff. Of these, six hold appropriate early years qualifications from level 2 to level 6, including two who hold qualified teacher status. The pre-school opens Tuesday to Friday from 9.15am until 3.30pm, during school term time only. It provides funded early education for two-, three- and four-year-old children.

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.

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