

# Peter Pan Pre-School

Alexander Barracks, Brookwood, Woking, Surrey, GU24 0QQ



## Inspection date

14 September 2017

Previous inspection date

18 June 2014

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 effective key-person system enables staff and children to develop close bonds and secure attachments that meet children's needs. Children show they are emotionally secure and settle quickly into the calm learning environment.
- Staff use a variety of effective methods to engage parents and involve them in all aspects of the nursery. For example, staff regularly discuss children's achievements and invite parents to learn how to best support learning at home.
- The manager and staff monitor children's progress effectively. They use the information to identify gaps in individual and groups of children's development, and implement plans to support them. All children make good progress.
- Staff know the children well and provide opportunities to expand on their interests. They plan a wide range of activities to develop children's knowledge and skills at appropriate levels for their ages.
- The manager evaluates practice routinely. She uses feedback from parents, staff and children, to identify and develop areas for improvement.

### It is not yet outstanding because:

- At times, children do not become fully involved during group times and this sometimes leads to them becoming slightly distracted.
- Although staff ask questions to extend children's learning, they do not consistently give children the time they need to think through their responses.

## What the setting needs to do to improve further

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

- review how group times are planned and organised so that children are fully engaged and challenged in their learning
- provide children with the time they need to think, respond and talk through their own ideas.

### Inspection activities

- The inspector spoke to the manager and other staff at appropriate times throughout the inspection.
- The inspector engaged with the children at appropriate times during the inspection.
- The inspector observed staff interactions with the children during indoor and outdoor play, and during the snack and hygiene routines.
- The inspector engaged in a joint observation of an activity with the manager.
- The inspector sampled various documents, including risk assessments, the self-evaluation form, children's records and a range of policies and procedures.

### Inspector

Becky Phillips

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have attended safeguarding training. They have a good understanding of the procedures to follow should they have a concern about a child's well-being. The manager and staff undertake regular risk assessments to identify and minimise any hazards, and they supervise children well. The manager implements policies and procedures effectively, including for complaints, adult-to-child ratios, deployment of staff, and health and safety, and keeps Ofsted up to date of changes to the committee. The manager uses effective recruitment and vetting arrangements to ensure staff are suitable to work with children and have a clear understanding of their roles. The manager monitors staff performance to ensure teaching improves and children continue to make good progress. Staff regularly attend training to enhance their ongoing professional development. As a result of training, staff have introduced more risky play, encouraging children to take safe risks during play. Staff effectively support children who have special educational needs and monitor their progress to help close any gaps in their learning.

### Quality of teaching, learning and assessment is good

Staff regularly observe and assess children's development and plan well for their individual next steps in learning and continued good progress. Children have lots of opportunities to explore and lead their own play, for example, as they hunt for worms in the mud. Staff effectively follow their lead and encourage children to think about how they can find the worms and what they can use to help them. Staff support children's creative skills well. For example, children create models using dough and delight in making things by using a range of materials. Overall, staff support children's communication skills well. They speak clearly and introduce new words to extend children's learning and vocabulary.

### Personal development, behaviour and welfare are good

Children are well behaved. They are kind, considerate and well-mannered and confidently explain nursery rules to each other. Staff provide opportunities for fresh air and exercise to support children's physical development. For example, children play outside in the well-resourced garden and enjoy regular gym sessions. Staff help children to learn about other communities and develop positive attitudes towards others. For example, during 'culture week', children shared things from home and reflected on their different cultures.

### Outcomes for children are good

Children are confident and enjoy their learning. They are keen to engage in conversations and demonstrate their knowledge. Children learn early reading skills well and have access to a wide range of books that they can take home to read with parents. Children develop good mathematical skills. For example, they count objects confidently and use mathematical language through play. All children, including those who have special educational needs, are supported well and are well prepared for the next stages in their learning.

## Setting details

<b>Unique reference number</b>	120157
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1110449
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	76
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Peter Pan Pre-School Pirbright Committee
<b>Registered person unique reference number</b>	RP519698
<b>Date of previous inspection</b>	18 June 2014
<b>Telephone number</b>	01483 798264

Peter Pan Pre-School registered in 1992. It is located at Alexander Barracks in Brookwood, Surrey and is managed by a committee from the Army. The pre-school opens on weekdays during school term times. Sessions are from 9am to 3pm. The pre-school employs nine members of staff, six of whom, including the manager, hold appropriate early years qualifications. Of these, four staff hold qualifications at level 3 and two staff hold qualifications at level 2. The setting is in receipt of funding for the provision of free early education for children aged three and four years.

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