

Peter Pan Pre-School

Methodist Church Hall, Station Road, Petersfield, Hampshire, GU32 3EB



Inspection date

29 November 2017

Previous inspection date

17 July 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- The providers have not addressed their previous recommendation. They do not provide effective supervision and support for staff. They do not prioritise staff's professional development to help ensure they update their teaching skills and knowledge.
- The safeguarding policy lacks the necessary detail to reflect the Local Safeguarding Children Board information, to enable the management team and staff to quickly identify the appropriate details on who to contact if they are concerned about a child.
- The providers system for monitoring children's progress is not effective. They do not act quickly enough on assessment information that identifies potential gaps in children's learning, to help ensure they reach their full potential.
- The providers do not make sure that all staff records are easily accessible or available for inspection. This specifically refers to relevant childcare qualification certificates and current paediatric first-aid qualifications.
- The providers poorly evaluate their provision and do not identify weaknesses and areas for improvement. They fail to recognise when there are breaches in the requirements.
- Staff do not always provide a wide enough range of activities that consistently engages, challenges and motivates children in their learning.

It has the following strengths

- Children have daily opportunities to practise their physical skills. For example, during 'wiggle' time, they listen to instructions, move their bodies and sing songs.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ establish an effective supervision process to provide staff with consistent support, coaching and mentoring, to improve and prioritise continuous professional development 	05/01/2018
<ul style="list-style-type: none"> ■ ensure that the safeguarding policy is written in line with Local Safeguarding Children Board procedures, to ensure it covers all safeguarding matters and that staff know exactly who to contact should they have a concern about a child in their care 	05/01/2018
<ul style="list-style-type: none"> ■ make sure that all records are easily accessible and available for inspection, specifically evidence of staff's relevant childcare qualifications and certificates relating to paediatric first-aid 	05/01/2018
<ul style="list-style-type: none"> ■ develop precise monitoring and tracking systems to accurately assess children's development and quickly identify gaps in their learning for further targeted support for their future progress. 	05/01/2018

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

- improve self-evaluation to identify all areas of weaknesses, breaches of requirements and areas to improve
- ensure that the range of activities on offer is varied and interesting and targets all areas of learning and development.

Inspection activities

- The inspector observed practice and staff interactions with children and assessed the impact of this on their learning.
- The inspector explored the arrangements for safeguarding of children. She also completed a joint observation with the manager.
- The inspector held discussions with the manager and the other members of staff to discuss areas of leadership and management, including supervision and support arrangements and the use of the self-evaluation process.
- The inspector spoke with parents and took account of their views and comments.
- The inspector sampled a range of documentation, including suitability checks of staff that work directly with children and children's developmental records of progress.

Inspector

Nina Lambkin

Inspection findings

Effectiveness of the leadership and management is inadequate

The providers, who are also the managers, do not effectively implement the requirements of the early years foundation stage. They have failed to address their previous recommendations to improve the quality of their support systems for staff. Staff do not receive effective or regular supervision and coaching. The managers do not adequately support staff to become reflective in their daily practice or to promote their continuous professional development. For example, newer staff have not attended any training that could help raise the quality of their practice or understanding of the learning experiences they offer to children. The providers have not ensured that all staff records are up to date and complete. As such, some relevant childcare qualification certificates and paediatric first-aid training evidence is not independently verifiable. Safeguarding is not effective. The management team have not ensured their policies reflect local safeguarding procedures or contain relevant contact numbers, for staff to be able to quickly raise concerns about a child, to the correct agency. However, the providers ensure that staff have completed basic safeguarding training and all staff are able to identify possible signs of abuse. Staff routinely risk assess the safety and security of the premises. For example, they ensure no unauthorised people can enter the setting.

Quality of teaching, learning and assessment is inadequate

The providers do not have effective systems in place to monitor children's progress. This does not enable staff to identify gaps in children's learning and progress swiftly enough, to enable staff to quickly access other professionals to help aid their development. However, staff complete the required progress checks for children between the ages of two and three years and share these with parents. Key persons build friendly and trusting relationships with parents and children. They make sure that they meet children's care and learning needs. Parents report that they find staff friendly and approachable. Generally, children are motivated in their own learning. For example, they engage in role play together, pretending to drive to the shops. They take account of each other's views and ideas. Staff offer children a wide range of literacy resources. For example, additional funding has been used to increase the selection of non-fiction books available to children.

Personal development, behaviour and welfare are inadequate

The manager and the staff do not fully support children's developmental needs. For example, they do not offer children a broad enough range of activities to keep them interested and motivated. This is particularly regarding those children who attend for more than four hours in a day. Children demonstrate good levels of confidence, showing that they feel safe and secure as they move around and choose what to play with. Children show a sound understanding about the world around them. For example, during play, children demonstrate their understanding of who to call in a fire emergency, confidently repeating the number and asking for the fire engine to come quickly. Children are happy and behaviour is good. They respond positively to reminders about the rules and older children remind others to walk inside. Children recognise a range of healthy foods when choosing their snack and they have opportunities for daily outside play.

Outcomes for children are inadequate

Not all children make secure progress in their learning and development. This is because their individual needs are not adequately monitored to ensure appropriate support is in place in a timely manner, to help them make expected progress. However, children develop some early mathematical skills, such as counting bricks as they build towers, estimating how tall they will be. Older children are developing some basic independence skills. For example, they spread butter on their toast and help staff tidy away after snack time.

Setting details

Unique reference number	109793
Local authority	Hampshire
Inspection number	1070105
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	34
Name of registered person	Allyson Watts and Ruth Edbrooke-Stainer Partnership
Registered person unique reference number	RP910458
Date of previous inspection	17 July 2014
Telephone number	07851013312

Peter Pan Pre-School registered in 2000. The pre-school is located in Petersfield, Hampshire. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school is open term time only, Monday to Thursday between 8am and 2.55pm; it is closed on Fridays. There are five members of staff who work directly with the children, including the manager who holds a relevant level 3 early years qualification.

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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