

# Peter Pan Playschool

Eastwick Road Church Hall Keswick Road, Bookham, Leatherhead, Surrey, KT23 4BE



## Inspection date

5 February 2018

Previous inspection date

27 April 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 manager and her staff work hard to create a welcoming and stimulating environment to help children learn. They work very closely with the committee members to identify further areas to develop so that the pre-school continually improves.
- Children who have special educational needs (SEN) and/or disabilities are extremely well supported. Their needs are quickly identified so that additional support and advice are effectively implemented. This helps to ensure that all children are making good progress according to their individual abilities.
- Parents speak very highly about the pre-school and the attention that the staff provide to their children. They say that their children's social skills and understanding of right from wrong have increased since coming to the setting. Parents feel very involved in their children's learning and staff keep them well informed about their progress.
- Partnerships with external agencies and other providers are strong. Staff effectively share information about children's care and learning. Together, they ensure that there is a continuous approach to meeting children's specific needs.

### It is not yet outstanding because:

- Staff do not always use all opportunities to further develop children's understanding of numbers.
- Occasionally, staff do not offer enough challenge to the older and most-able children to further extend their learning.

## What the setting needs to do to improve further

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

- take all opportunities to broaden children's understanding of numbers to support their learning experiences further
- provide the older and most-able children with an even greater level of challenge during activities, to further extend their ongoing learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with the provider, the staff team and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager and held a meeting with her.
- The inspector looked at samples of children's records. She also looked at evidence of the suitability of staff working with the children.
- The inspector spoke to several parents and carers. She took account of their views.

### Inspector

Maura Pigram

## Inspection findings

### Effectiveness of the leadership and management is good

The manager is highly organised and ensures that continuous training to benefit children's learning is provided to staff. For example, a focus on how children learn has led to an increase in children's confidence and willingness to 'have a go' in craft sessions. They now have more opportunities to express their individual creativity and imagination. The management team follows secure recruitment procedures. Regular supervisory meetings with staff and committee members help to ensure that they continue to be suitable for their roles. The manager is aware of staff's needs and their key children's development. Together, they identify any gaps in children's learning and development, and quickly address these. The arrangements for safeguarding are effective. Staff are secure in their knowledge about how to keep children safe. They know whom to contact if they are concerned about children's welfare.

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

Staff know children well and provide activities that they know will interest them. For example, children have fun making items which link to a popular story. They safely use a range of tools when they choose to make 'binoculars' from recycled materials. Staff model conversations and help children to discuss what wildlife they might see when using these, and they introduce new words. This helps to extend children's vocabulary. Good-quality teaching helps children to successfully recall the sequence of the story. Staff use additional funding effectively to support the specific needs of individual children. For instance, the introduction of interactive resources has had a positive impact on helping to sustain children's concentration skills.

### Personal development, behaviour and welfare are good

Children have strong bonds with the warm and caring staff, who are very attentive to their needs and know them well. Children arrive happily and settle quickly to play with items of their own choice. They enjoy choosing to play indoors or outside in the well-resourced garden. Children have ample opportunities to practise their physical skills. For instance, they enjoy crawling through a tunnel, exploring foam, digging and playing running games. Staff are aware of children's dietary needs and promote good hygiene and independence skills. Children's safety is promoted at all times, such as when they use the stairs and go on local walks to the allotment.

### Outcomes for children are good

All children are well prepared for their future learning, including their eventual move on to school. They play well together and have good social skills. Children enjoy sharing books and borrowing these to read at home. They are able to recognise their written names and some older children are able to write these. Children know the sounds that represent letters and show confidence in using a range of pens and pencils. They are developing independence in their personal care skills and find their own coats in preparation for playing outdoors.

## Setting details

<b>Unique reference number</b>	122566
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1089264
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Peter Pan Playschool Committee
<b>Registered person unique reference number</b>	RP906665
<b>Date of previous inspection</b>	27 April 2015
<b>Telephone number</b>	07908 018924

Peter Pan Playschool registered in 1992. It operates from the United Reformed Church Hall in Bookham, Surrey. The playschool is a committee-run group and employs seven members of staff. Of these, five hold an appropriate early years qualification at level 3. The playschool is open every weekday during term time. It operates on Monday and Friday from 9.10am to 2.40pm, on Tuesday and Wednesday from 9.10am to 12.10pm and on Thursday from 9.10am to 1.10pm. The provider receives funding for free early education for children aged three and four years.

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