

Peter Pan Pre School

St Peters C of E School, Town Street, Rawdon, Leeds, West Yorkshire, LS19 6PP



Inspection date

17 April 2018

Previous inspection date

9 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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

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

- The managers have not ensured that all records are easily accessible and available for inspection. In addition, some policies have not been updated to reflect current practice.
- The managers do not ensure that staff receive regular training to keep up to date with ongoing changes in guidance and legislation as part of supervision arrangements.
- Managers do not monitor the progress of different groups of children rigorously enough to help identify where some children can be further challenged to reach the highest levels of attainment.

It has the following strengths

- Staff are very kind and nurturing. Children are very confident and happy at the pre-school. They develop a strong sense of belonging.
- Partnerships with schools and other professionals are well established and highly effective. Children are very well prepared for the eventual transition to school.
- Partnerships with parents are a key strength of the pre-school. Parents and grandparents praise and speak very highly of staff. They are very complimentary of the support staff offer to them and their children. They say staff know their children well.
- Children access a wide variety of resources, toys and equipment that is suitable for their age. Staff have a good understanding of how children learn and plan a range of stimulating activities based on their interests.

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 all records and documentation are easily accessible and available for inspection and kept up to date to support the efficient management of the setting	17/06/2018
■ improve the arrangements for the supervision of staff to ensure they receive training about any changes to guidance and legislation that affect their roles and responsibilities.	17/06/2018

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

- extend the arrangements for monitoring children's progress to compare the achievements of different groups of children and target support to help every child make rapid progress in their 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 completed a joint observation with the manager of the pre-school.
- The inspector spoke to staff and held a meeting with the pre-school management.
- The inspector looked at relevant documentation, records and policies available for inspection. She checked evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents and grandparents during the inspection and took account of their views.

Inspector

Rebecca Elliot

Inspection findings

Effectiveness of the leadership and management requires improvement

The managers are passionate about providing the best provision that they can for the children and their families. They work very closely with the long-standing staff team; staff are very enthusiastic and enjoy the work they do with the children. However, managers have not continued to update some policies and procedures so that they reflect current practice. In addition, some paperwork relating to staff's training and qualifications was not available for inspection. Staff have an annual appraisal and work closely together to evaluate the provision and share good teaching practice. However, in the supervision of staff, managers do not ensure staff are kept up to date with current guidance to support them within their roles and drive forward continued improvement. Safeguarding is effective. Staff have a sound knowledge and understanding of the possible signs and indicators of abuse and neglect. Staff deploy themselves effectively and supervise children well to keep them safe.

Quality of teaching, learning and assessment is good

The environment is bright, welcoming and stimulating. Staff observe and assess children's development. They make effective use of what they know to plan and provide activities that support children's individual needs. However, managers do not monitor precisely the progress of groups of children to help them reach the highest levels of attainment. Nevertheless, the quality of teaching is consistently good. Staff make good use of opportunities to help children develop mathematical understanding of length and speed. Staff question children well and get down to their level. They encourage children to develop their own ideas in their play and respond well to children's interests. Parents are highly involved with their children's learning and understand the importance of school readiness. Staff keep them well informed about their children's progress and give them ideas of how they can support their child's learning at home.

Personal development, behaviour and welfare are good

Staff promote children's good behaviour well and offer them comfort and encouragement. Children settle quickly and build trusting relationships with their key person. Staff effectively support children's emotional development. Routines are well organised to ensure children's learning is not interrupted. Staff provide healthy snacks for children and encourage good hygiene practices. Children benefit from plenty of fresh air and enjoy being in an exciting outdoor area. This promotes their health and well-being. Children develop their physical skills and demonstrate increasing coordination and control as they play with bats and balls, ride bikes and use a range of tools in the digging area.

Outcomes for children are good

All children, including those who receive additional funding, are well supported and make good progress. Children's literacy skills are developing well. For instance, children confidently learn to link letters to sounds. They develop the skills they need to prepare them well for starting school.

Setting details

Unique reference number	512659
Local authority	Leeds
Inspection number	1091209
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	30
Number of children on roll	50
Name of registered person	Elaine Mackey & Pam Smithson Partnership
Registered person unique reference number	RP518946
Date of previous inspection	9 January 2015
Telephone number	0113 2503471

Peter Pan Pre School registered in 1993. The pre-school employs nine members of childcare staff. Of these, at least five hold appropriate early years qualifications at level 3 and one member of staff holds qualified teacher status. The pre-school operates term time only. Sessions are available Monday to Friday from 8.55am until 3.30pm. The pre-school 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

