

Peter Pan Pre-School

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



Inspection date 25 April 2018
Previous inspection date 15 June 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Leaders have addressed the areas for development identified at the previous inspection successfully. For example, they have improved their understanding of the roles and responsibilities of committee members.
- Leaders establish strong relationships with teachers from local schools, providing consistent support for children as they prepare to move on to school. They work closely with other professionals involved in children's care and learning, to ensure children make good progress in their learning and development.
- Leaders work well to use additional funding effectively, to ensure gaps in children's learning narrow and they make good progress.
- Children behave well and staff are good role models. For example, there are clear expectations and boundaries that help children develop skills for their future learning.
- Partnership with parents is strong. Staff work closely with parents to help children to settle well into the pre-school so they feel safe and secure. For example, staff visit children in their home before they start. Children have warm relationships with staff.

It is not yet outstanding because:

- Staff miss some opportunities to encourage children to use books and other information sources to find out answers to some questions, to extend their learning even further.
- Leaders do not facilitate staff as well as they could to develop some areas of their expertise to improve children's outcomes even further.

What the setting needs to do to improve further

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

- help children to understand the types of information that can be retrieved from books and other information sources
- support staff to develop their expertise in helping improve children's play experiences to aid their learning even further.

Inspection activities

- The inspector observed the activities and the quality of teaching throughout the pre-school.
- The inspector held discussions with the leadership team and spoke with children and staff at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including staff suitability checks, risk assessments, self-evaluation, observations, assessments, and documentation linked to checking children's progress.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector conducted a joint observation of staff practice and discussed this with the manager.

Inspector

June Robinson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders and staff have updated their knowledge through accessing further training. They have a clear understanding of child protection issues and the procedures to follow if they have concerns about a child. Leaders follow safe recruitment guidelines to ensure new staff are suitable and existing staff remain so. Leaders and staff make good use of data to monitor children's progress, to make changes where they identify weaker areas in learning. Leaders review the quality of the provision well. For example, they have recognised how they can improve the monitoring of different groups of children. Staff are well qualified. Leaders provide good opportunities that help to enhance staff skills further. For example, following training, staff used their new knowledge to reflect on how they can support children's emotional well-being.

Quality of teaching, learning and assessment is good

Staff complete accurate assessments and monitor children's achievements, and use these to effectively plan and narrow any gaps in their learning. Staff support children well, such as in small groups, to develop their good communication and language skills. They offer children good opportunities to develop their abilities in listening and describing a wide variety of environmental sounds during enjoyable games. Staff challenge children to think about the materials they could use to support their ideas. For example, children worked cooperatively to construct a large see-saw from a variety of materials. Children tested their construction, exploring the concept of balance.

Personal development, behaviour and welfare are good

Staff help children to develop high levels of confidence and self-esteem. For instance, they help children to take pride in their achievements and discuss and display 'wow sheets' from home. Children develop a positive awareness of similarities and differences between themselves and other people. For example, children paint their portraits to be included on the 'I am unique display' and learn songs in other languages, such as French. Staff support children to learn about healthy lifestyles. Children have good opportunities to be outdoors on a daily basis to practise their physical skills and be active. Children grow a vast array of vegetables and fruit in the garden to eat for their snack.

Outcomes for children are good

All children are motivated and independent learners. They develop their early writing skills well. Children form recognisable letters when they add marks to their drawings of a helipad to support their imaginative play. Children develop a good understanding of mathematics, such as counting objects to clarify their estimations and record their findings. They have a clear understanding of fairness and negotiate turn taking. Children develop good skills to support them in their future learning and the move to school.

Setting details

Unique reference number	133067
Local authority	Bath & NE Somerset
Inspection number	1101390
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	39
Name of registered person	Peter Pan Pre-School Committee
Registered person unique reference number	RP523104
Date of previous inspection	15 June 2017
Telephone number	01225 481259

Peter Pan Pre-School opened in 1979 and registered in 1995. The pre-school is open Tuesday to Friday during school term times, and sessions are from 9am until 3.30pm. Seven members of staff work with the children. Of these, two hold qualified teacher status and five hold early years qualifications at level 3. The pre-school receives funding for the provision of free early years education for children aged two, three and four years.

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