

Peter Pan Pre-School

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



Inspection date

15 May 2018

Previous inspection date

29 November 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

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

- Staff do not maintain an accurate record of children's attendance as required, to fully promote children's welfare. This is a breach of the requirements of the early years foundation stage and the associated Childcare Register.
- Staff do not consistently help children to understand why certain rules are in place for the daily tasks and routines in which they are involved.
- At times, some staff do not give children sufficient time to think and respond to questions, to develop their own ideas and solve problems.

It has the following strengths

- Staff have a good relationship with the children and know them well. They plan a good amount of activities to help support children's ongoing learning and development.
- Outcomes for children are good. Staff observe and track children's learning and development well. Staff focus on children's next steps in their development well to ensure that they are all making good ongoing progress.
- Partnerships with parents are strong. For example, staff ensure parents receive verbal feedback about their children's day to support continuity.

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 |
|--|-----------------|
| ■ ensure the daily record of attendance contains the names of the children being cared for on the premises and their actual hours of attendance. | 15/06/2018 |

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

- create more opportunities to help children understand why rules are in place
- create more opportunities to challenge children's thinking, and encourage them to solve problems and come up with their own ideas.

Inspection activities

- The inspector observed the activities and learning experiences available to children.
- The inspector observed interactions between children and staff and interacted with the children as they played.
- The inspector spoke to some parents and considered their views and opinions of the provision.
- The inspector asked staff questions about their work and observed practice with the manager.
- The inspector sampled documentation and undertook a joint observation with one of the managers.

Inspector

Tracy Bartholomew

Inspection findings

Effectiveness of the leadership and management requires improvement

The management team has made lots of improvements since the last inspection. However, it has failed to ensure that all legal requirements are met. For example, staff do not record the times that children leave the setting, to maintain an accurate record of children's attendance. This has minimal impact on children's welfare. Safeguarding is effective. Staff are aware of the signs, indicators and procedures to follow in the event of a child protection concern. Recruitment, supervision and mentoring procedures are now robust. All staff benefit from regular appraisals, staff meetings and suitable training to update their skills. For example, some staff have recently received training on the early years foundation stage, which has helped them to improve the quality of teaching.

Quality of teaching, learning and assessment is good

The manager reviews children's progress to ensure any gaps in children's learning are identified and supported well. Staff provide a good range of activities which supports children's interests and promote their learning. For example, children enjoy pretending to bake cakes from dough and decorate them artistically with various materials. Staff support children's communication, language, and investigative skills well. For example, during the inspection, children enjoyed exploring with ingredients to make a volcano. They talked with, and listened to, the staff about how they got the 'lava' to spill out of the science bottles. However, at times, staff do not allow children enough time to think and respond to their questions, so they can develop their ideas.

Personal development, behaviour and welfare require improvement

Weaknesses in leadership and management regarding accurate record-keeping have an impact on the quality of the provision for children's welfare. Staff support children's emotional development well through suitable praise. However, at times, not all staff help children to learn the consequences of their behaviour and why certain routines need to be followed. For example, not all children are taught why they should sit down on chairs and walk inside, which results in some children not doing this. Staff provide a range of healthy snacks, and encourage children's self-help and care skills well. For instance, children are encouraged to serve their own snacks and are encouraged to wipe their own noses. Children have daily opportunities for fresh air and exercise.

Outcomes for children are good

All children are developing good skills needed for their next stages of learning. For instance, children become excited as they correctly recall numbers and shapes when they play and explore with dough and construction materials. Children have fun being physically active. For example, they enjoy climbing and exploring on the indoor climbing frame, and have fun as they dance and move their bodies energetically when singing with friends.

Setting details

Unique reference number	109793
Local authority	Hampshire
Inspection number	1119531
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 - 5
Total number of places	26
Number of children on roll	37
Name of registered person	Allyson Watts and Ruth Edbrooke-Stainer Partnership
Registered person unique reference number	RP910458
Date of previous inspection	29 November 2017
Telephone number	07851013312

Peter Pan Pre-School registered in 2000. It 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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