

Peter Pan Pre-School

Stourton Village Hall, Bridgnorth Road,, Stourton, Nr Kinver, Staffordshire, DY7 6RT



Inspection date

12 July 2018

Previous inspection date

8 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 works alongside the staff team and they know the children and their families well. They work closely with parents to help close any gaps in children's learning and offer good support and guidance to parents.
- Parents are kept very well informed about their children's care, the progress they make and the activities they undertake daily.
- Staff work hard to teach children about diversity and to respect each other's differences. All children are valued as individuals. Staff know the children and provide well for their interests and preferences.
- Teaching is good and children make good progress from their starting points. Staff provide an interesting range of opportunities for children to learn about the natural world and how to care for their environment.
- Staff place a strong focus on promoting children's personal, social and emotional development and they help children to increase their independence and confidence well.

It is not yet outstanding because:

- The manager does not rigorously monitor the use of children's assessment information to help staff plan highly challenging activities to help raise the quality of teaching and learning to an exceptional level.
- Staff do not consistently provide a rich range of activities to help promote children's learning even further in some aspects of their mathematical and literacy development.

What the setting needs to do to improve further

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

- monitor very rigorously the use of assessment information to help staff provide highly challenging activities to help raise the quality of teaching and learning to an exceptional level
- provide a rich range of experiences to promote children's understanding of early subtraction, three-dimensional shapes and linking letters and sounds.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children at the pre-school during the inspection.
- The inspector took account of the views of parents.

Inspector

Parm Sansoyer

Inspection findings

Effectiveness of the leadership and management is good

The experienced manager and staff team work well together and the manager provides good support and supervision to staff. They use self-evaluation well to help identify further areas for development to build on the good practice already achieved. Parents report high levels of satisfaction. For example, parents are impressed by the staff's nurturing approach and the additional support their children receive, when needed. They find the information they receive about their children's progress useful and it helps them to support their children's learning at home. The arrangements for safeguarding are effective. Staff are trained in child protection and wider safeguarding issues and know the procedure to follow if they have a concern. There are effective recruitment and vetting systems in place to ensure staff are suitable to work with children.

Quality of teaching, learning and assessment is good

Staff use books and displays with items of interest to capture children's curiosity and to reinforce learning. For example, children match and sort a variety of objects by colour and enjoy dressing in the selected colour for the day. Staff place a good focus on promoting children's language and introducing new concepts. For example, staff use children's interest in dinosaurs to teach them words, such as 'under', 'top' and 'behind' and about concepts, such as colour and size. Staff help children to learn about other cultures and about disability. For example, children learn about the importance of their senses and how they work, and learn about a variety of cultural food, traditional costumes and music.

Personal development, behaviour and welfare are good

Staff provide plenty of opportunities for children to learn about how their bodies work, why they need food to fuel their bodies and the importance of eating a healthy diet. Staff skilfully link this concept to also teach children about other energy sources, such as electricity and solar power. They teach children about how to keep safe around electric appliances, safety in the sun and about the role of the emergency services. Staff help children to learn about the codes of behaviour in place and children behave well. They provide good opportunities for children to be physical indoors and outdoors during the session. Staff have close relationships with children and place a clear priority on supporting their emotional well-being.

Outcomes for children are good

All children, including those receiving additional funding, make good progress and are well prepared for school. Children show a real interest in the natural world and their environment. For example, they learn about the importance of recycling as they separate plastic and paper. Children enjoy drawing and colouring, and the most able children can write their names. Children show an interest in colours, numbers and counting as they play. They show good levels of engagement during story and singing sessions and enjoy the staff's interactions. Children increase their self-help skills well. For example, at snack time children help to cut their bananas and make their own sandwiches.

Setting details

Unique reference number	218203
Local authority	Staffordshire
Inspection number	1127458
Type of provision	Sessional 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	5
Name of registered person	Margaret Rogers
Registered person unique reference number	RP513161
Date of previous inspection	8 July 2015
Telephone number	07801929034

Peter Pan Pre-School registered in 1992. It operates from Stourton Village Hall, Stourton, Staffordshire. The pre-school is open Monday to Friday, during school term times, from 8.30am until 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. There are four members of staff employed. Of these, one holds an appropriate qualification at level 4, two hold a qualification at level 3 and one holds a qualification at level 2.

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